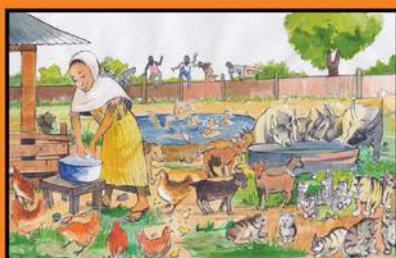
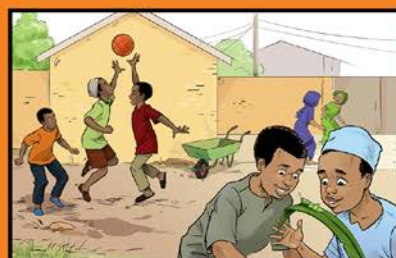




# Mu Karanta!

## Let's Read!

### Teacher's Training Manual



**USAID**  
FROM THE AMERICAN PEOPLE

NORTHERN EDUCATION INITIATIVE PLUS

*Mu Karanta! Let's Read!*  
TEACHER TRAINING MANUAL

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# **Mu Karanta! Let's Read**

## **Teacher Training Manual**

This early grade reading material for primary teachers and pupils in Nigeria is made possible by the support of the American people through the United States Agency for International Development (USAID) under the Northern Education Initiative Plus program (Contract Number AID-620-C-15-00002).

First edition, 2016

## Acknowledgements

This training manual for early grade reading (Mu Karanta! and Let's Read!) was developed by a large group of educators and experts under the leadership of the Nigerian Education Research and Development Council (NERDC) and the USAID funded Northern Education Initiative Plus. Professor Ismial Junaidu, the Executive Secretary of NERDC backed the program from start to finish. Nafisa Ado from USAID provided guidance and valuable advice at all stages of the materials development. Reading technical expertise was ably provided by Dr. Fathi El-Ashry, Dr. Lynn Evans, Mary Sugrue, Dr. Nancy Clark-Chiarelli, Bilyaminu Bello Inuwa and Joy du Plessis. Dr. Alison Pflipsen and Drake Warrick shared valuable insights and lessons learned from the RARA experience.

# Mu Karanta! Let's Read! Teacher Training Agenda

Sokoto and Bauchi August – September 2016

Day Zero (Trainers Only)	Day 1	Day 2	Day 3	Day 4
8:30 – 11:00	8:30 – 11:00	8:30 – 11:00	8:30 – 11:00	8:30 – 11:00
<p>Registration, attendance (in TOT groups)</p> <p>Opening prayer, Welcome, abd Official Opening (Plenary) Senior Officials-Hosts, SUBEB, USAID or Initiative</p> <p>(Rest of training In TOT groups) Introductions and Norms</p> <p>Overview of the TOT, and the Teacher Training</p>	<p>Registration and Pre-Training Survey</p> <p>Opening prayer, Welcome, Introductions and Official Opening</p> <p>Why Reading?</p> <p>Introduction to Mu Karanta! Let's Read! : Teacher's guide walkthrough and lesson components</p>	<p>Opening Prayer, Attendance, Recap</p> <p>Introduction to reading instruction – "systematic and explicit instruction"</p> <p>Demonstration of mini lesson: I Do, We Do, You Do</p> <p>5 key reading skills + 2</p>	<p>Opening Prayer, Attendance, Recap</p> <p>Review: Phonemic Awareness</p> <p>Letter Sound Practice</p> <p><b>Alphabetic Principle - Phonics</b></p> <p>Demonstration mini lesson: Alphabetic principle-Phonics</p>	<p>Opening Prayer, Attendance, Recap</p> <p>Review Alphabetic Principle - Phonics</p> <p>Letter sound practice continues</p> <p><b>Fluency</b></p> <p>Demonstration mini lesson: Fluency</p>
Break 11:00 – 11:15	Break 11:00 – 11:15	Break 11:00 – 11:15	Break 11:00 – 11:15	Break 11:00 – 11:15
<p>Why Reading?</p> <p>Global Best Practices in early grade reading</p> <p>Transition to English</p> <p>Fidelity of Implementation</p>	<p>Energizer, Song (N, A), and Good Morning.</p> <p>Introduction to Mu Karanta! Let's Read! : Pupil's book walkthrough and lesson components</p> <p>Demonstration Mini Lesson: P1 Hausa</p> <p>Homework and Closure</p>	<p>Energizer (Tsafta, Tsafta), English song</p> <p><b>Phonemic awareness</b></p> <p>Demonstration mini lessons Hausa and English Phonemic awareness</p> <p>Letter sound practice Hausa and English early transition to L2 ideas</p> <p>Homework and Closure</p>	<p>Energizer (song: greetings in English)</p> <p>Alphabetic principal lesson review and reflection</p> <p>Role of the teacher, Head teacher, SSOs and TOTs in Mu Karanta! Let's Read!</p> <p>Alphabetic Principle - Phonics practice</p> <p>Homework and closure</p>	<p>Energizer (songs 1 Hausa 1 English)</p> <p><b>Vocabulary: Mu Karanta!</b></p> <p>Vocabulary: Let's Read</p> <p>Introduction to Practicum</p> <p>Homework and closure</p>

Lunch 1:30 -2:15	CLOSE 1:30			
2:15 – 3:30	2:15 – 3:30	2:15 – 3:30	2:15 – 3:30	2:15 – 3:30
Hand out of Mu Karanta! Let's Read! and homework	Questions, reflections, practice and homework	Questions, reflections, practice and homework	Questions, reflections, practice and homework	Questions, reflections, practice and homework

Day 5	Day 6	Day 7	Day 8	End Day (Trainers Only)
8:30 – 11:00	8:30 – 11:00	7:00 – 12:30	8:30 – 12:30	8:30 – 11:00
Opening Prayer, Attendance, Recap  Review Fluency and vocabulary  Presentation of the homework (Flash cards and other materials)  <b>Comprehension</b>  Demonstration mini lesson: comprehension	Opening Prayer and attendance  Review: Comprehension  Peer Demonstrate lessons on reading progression and debrief	Opening Prayer and attendance  Practicum Practicum Practicum Practicum  Debrief on the Practicum	Opening Prayer and attendance  Practicum Practicum Practicum Practicum  Debrief on the Practicum	Opening Prayer and attendance  Role of the Initiative Reading Coordinators  Preparation for Training  Organizing the venue  Forms, stationary and supplies  Pupil Books and Teacher Guides, training manuals
Break 11:00 – 11:15	Break 11:00 – 11:15	Break 12:30 – 12:45	Break 12:30 – 12:45	Break 11:00 – 11:15
Energizer (Songs)  Components of reading in progression- whole lesson practice  Homework and Closure	Energizer (Songs)  <b>Writing skills</b>  Practice Review and Catch up day 5  Homework and closure	Review of previous day on Assessments  Homework and closure	Reflection and cluster based meetings  Parent and Community Engagement Practice, Review and Catch up week 5  Post Training Survey, closure.	Preparing for the practicum  Managing the participants  Allowances, reimbursements, mobile money  Training Reports

<b>CLOSE 1:30</b>				
<b>Lunch 1:30 -2:15</b>				
<b>2:15 - 3:30</b>	<b>2:15 - 3:30</b>	<b>2:15 - 3:30</b>	<b>2:15 - 3:30</b>	<b>2:15 - 3:30</b>
Questions, reflections, practice and homework	Questions, reflections, practice and homework	Questions, reflections, practice and homework	Questions, reflections, practice and homework	Questions, reflections, practice and preparations for training

# Introduction

Congratulations! You have been chosen to provide support, advice and training for teachers in primary grades 1-3 to become better teachers of reading in Hausa and the transition to English. Your role in helping teachers be better teachers of reading is key to education development in the state. Learning to read in the first three years of school is probably the most important skill children will learn. If children can't read they will find it difficult to learn their subjects, they may become frustrated and will likely drop out of school.

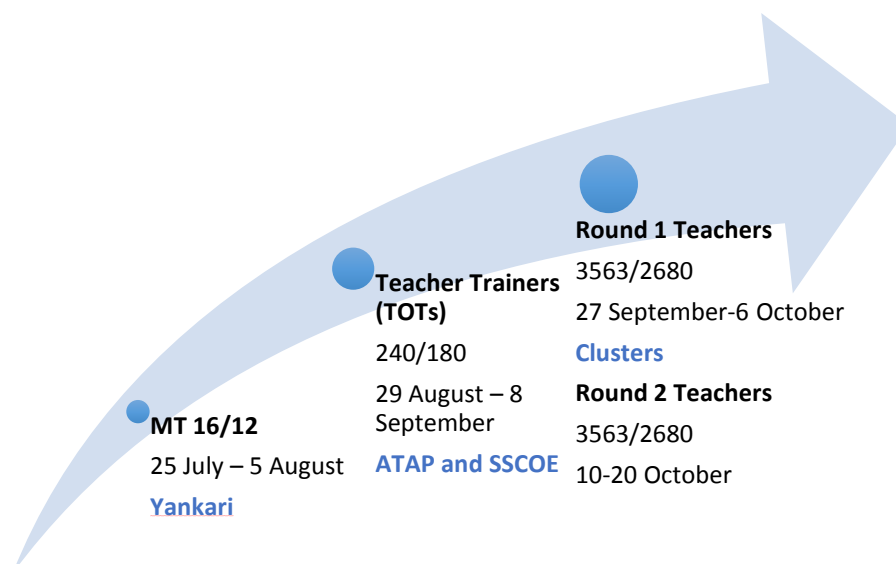
This manual is designed with the training of teachers in mind. Trainers at all levels (trainers of master trainers, master trainers and trainers of teachers) will need to master the skills of training outlined in this manual in order to provide the highest quality of skill building for teachers.

As a trainer, your role will be to:

- Learn the principles, content and skills in this manual and be able to demonstrate them to others
- Work in teams to provide quality training
- Mentor and support teachers and head teachers during the training, during school follow up visits and in cluster meetings

Who is being trained and what is the calendar for training?

There are three levels of training for Mu Karanta! Let's Read! The first level is the master trainers. The approximately 32 master trainers are experienced and skilled educators and trainers many of whom have had experience training trainers and with early grade reading in particular. They will be trained by key staff involved in the development of the program. This training will take place in Bauchi in late July 2016.



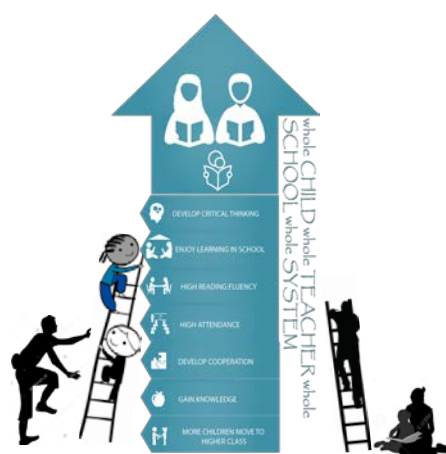
The second level is the **Trainers of Teachers or TOTs**. The TOTs have been chosen by the states to lead the training of teachers at the cluster level in the LGEAs. They will train the teachers and provide follow up support to the teachers after the face-to-face trainings. There will be more than 400 TOTs in Sokoto and Bauchi in 2016.



The third level is the **teachers and head teachers**. They will be trained at cluster center schools in the LGEAs. More than 12,000 primary 1-3 teachers and head teachers will be trained in two rounds. The training of teachers and headteachers in September and October 2016 is for **8 days** and the training will cover the principles and approaches of Mu Karanta! and Let's Read! It will also ensure that teachers are able to implement the approach step by step for Hausa and English in Term 1 of the school year. Refresher trainings for Terms 2 and 3 will be held later in the school year.

## What are the principles and practices of training?

The training at all levels has to be of the highest **quality**. To ensure high quality the program has provided the detailed training manual and opportunities for trainees to practice the approach. The Mu Karanta! Let's Read! Teacher Guides are structured to ensure that each teacher knows all the steps in each lesson. It is expected that the training of teachers in each cluster will follow the training manual very closely in order to ensure that the teachers **know, understand and CAN DO** the approaches as laid out in the teacher's guides.



The training will include a **practicum** where all trainers and teachers will practice lessons from the teacher's guides with pupils. Each trainer will get a chance to practice in front of peers, receive constructive feedback and further opportunities to improve. Trainers who are not performing well will be replaced. Teachers will carryout the practicum in their own schools near the cluster center where the training is being held.

**Administration and logistics** of the training are everyone's responsibility. Trainers are expected to be at the training venue one day before the training to ensure that the venue is ready and the training is ready to start on time on Day 1. Trainers are expected to complete a full report of the training the day immediately after the close of the training.

This administration and logistics duties of the trainer are:

- Ensuring the training venue is set up
- All materials are at the venue on time
- Materials are distributed as per instructions
- Registration, attendance and pre and post surveys of trainees are administered
- The venue, including classrooms, toilets and other facilities are cleaned daily
- Health and safety of all participants is given high regard
- A training report is produced for each cluster following the training.

See the Appendix for more information on Administration and Logistics.

The training activities will follow norms of equity. This means that there should be equal opportunity for all to participate, to improve and to learn. This means that

everyone's voice is valuable and no one knows everything. All participants are to be treated as adults who come with considerable knowledge and experience. Trainers are encouraged to build on the knowledge and strengths of the participants. The emphasis on the training is cooperation so that we all grow together to be able to provide the best quality training we know how. **We all climb together!**

## How to Use This Manual

This manual will serve as a guide for how to train teachers in "Mu Karanta!/Let's Read!" program. Before training teachers, you should read the entire manual and become familiar with all parts of the manual. Make sure you have practiced the sessions you are modeling ahead of time. If there are questions concerning any part of the manual be sure to ask one of the workshop facilitators prior to training.

The manual must be read in conjunction with the teachers' guides. Participants in this 8-day training program will need to make frequent reference to the Teacher's Guide and practice the activities that it contains during the course of this training.

**Day Zero** and **End Day** are for the trainers only. Teachers and head teachers have 8 days of training but Master Trainers and TOTs have 10 days. Day Zero during the Master Trainers' training and the TOTs training is aimed at orienting trainers on the Mu Karanta! Let's Read! program and their role in the program. When training teachers at the cluster level Day Zero is used by TOTs to prepare for the training of teachers and head teachers. End Day for trainers is for final logistics and report writing.

# Day Zero. Orientation of Trainers

## Trainers' Agenda

Day	Time	Activity
Day 0	8:30–9:00	Registration and Attendance (In TOT groups)
	9:00–10:00	Opening prayer, Welcome and Official Opening (In Plenary with all TOT groups)
	10:00- 10:30	Introductions, Norms and Overview of Training and Agenda, (Rest of training in TOT groups)
	10:30-11:00	Overview of Training Teachers and Head Teachers
	11:00–11:15	Tea Break
	11:15–11:20	Energizer (English and Hausa songs)
	11:20–11:45	Why Reading?
	11:45–12:30	Global Best Practices in Early Reading
	12:30 – 1:15	Transition to English
	1:15–1:30	Fidelity of Implementation
	1:30–2:15	Lunch Break
	2:15-3:30	Hand out of Mu Karanta! Let's Read! materials, Homework

## *Registration, Attendance, Opening Prayer, and Welcome*

### **(30 minutes – 8:30 - 9:00)**

- TOT Groups meet in their assigned training room
- There should be paperless registration and attendance
- Make sure that all trainers sign in and register on the tablets. If there is no electronic sign-in (tablets), revert to paper forms.
- Once participants have signed in and registered they can move to the Hall for the Official Opening with all groups of TOTs

## ***Official Opening (In large hall as plenary with all trainers)***

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**(60 minutes – 9:00 – 10:00)**

- With prior arrangement, invite a participant to do the opening prayer.
- Identify an MC who will introduce the officials at the opening ceremony. Prepare participants for the arrival of Officials for the Opening ceremony by telling them who is coming and the order of the program. Ensure the Head Table is prepared and a sound system is set up and working if appropriate.
- MC closes opening ceremony (leave enough time for photos) and directs participants to go back to their training rooms.

## ***Introductions and Norms***

**(30 minutes – 10:0 - 10:30)**

- Welcome participants and introduce yourselves. Let participants know that they are here to learn, and to feel free to ask questions.
- Ask participants to introduce themselves telling their institution, what their job is, or what they teach. If helpful, take notes on participants' answers to refer to them later. This activity should take 15 minutes so you may have to remind participants to tell their name, institution and job title.
- Ask participants to agree on a set of Norms for the group during and outside of training. **Among the norms ensure they include:**
  - Be on time and be fully present. This work is important to the children, the teachers and society as a whole. You were chosen among thousands of others who could potentially do this job. Do your best at all times.
  - Respect each other by including all voices, self-monitoring so that one does not do all the talking, be a good listener. Support each other to learn. We are all climbing the ladder together. Let's help each other develop.
  - Everyone is free to and encouraged to ask questions and seek clarifications
  - Any form of harassment will not be tolerated inside or outside of the training room.
  - Add other norms as agreed upon by the group.

- A Health and safety committee for the group will be established. Their roles should be to look after members of the group. Ensure the training room is safe and clean, report illnesses of participants to trainers and work with trainers to seek treatment for any participant if it is required. Any harassment issues should be brought to the trainer. Together decide how to handle any situations. A suggested number on the committee is three. If it is three, two of them should be women. If it is two there should be one man and one woman.
- Note that this session is also on the schedule for Day 1 of the teacher training.

### ***Overview of the Training and Agenda (Day Zero PPT 1)***

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**(30 minutes – 10:30 - 11:00)**

- Hand out the *Mu Karanta! Let's Read! Training Manual*. Review the agenda (in the front part of the training manual) so that participants have a general idea of scheduled breaks and the flow of topics. Tell participants that Day Zero and End Day are for trainers only (note the different shading). The teacher training will be Days 1-8. Also note the shading.
- Tell participants that Powerpoints will be used in the master trainers and the TOTS. At the cluster level they can be used if there are projectors available.
- When projectors are not available trainers are required to make charts on flip chart paper for presentation to participants. For the cluster level, TOTs will have to make charts from key powerpoint slides from flip chart paper. Alternatively charts can be made on the chalkboard. Reference to the chart for each session is noted for that session.
- Review the training cascade and the targets by using *Day Zero PPT1*. Make sure trainers understand the schedule of training over the next few weeks. Make sure they know that the training will be at cluster centers.
- Make sure that the trainers know who will be trained (i.e, all P1-3 teachers in the schools in the target LGEAs) and head teachers
- Tell trainers that they will train in pairs. Each pair will train 30 teachers. The training of teachers at the cluster level will be for 8 days.
- Tell trainers that the training assignments and pairs of trainers will be provided to them on the last day of the training.
- Tell them to read from the Introduction to Day Zero in the training manual this evening for homework.

### ***Songs from the Teachers' Guide (1 English and 1 Hausa)***

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**(5 minutes – 11:15 – 11:20)**

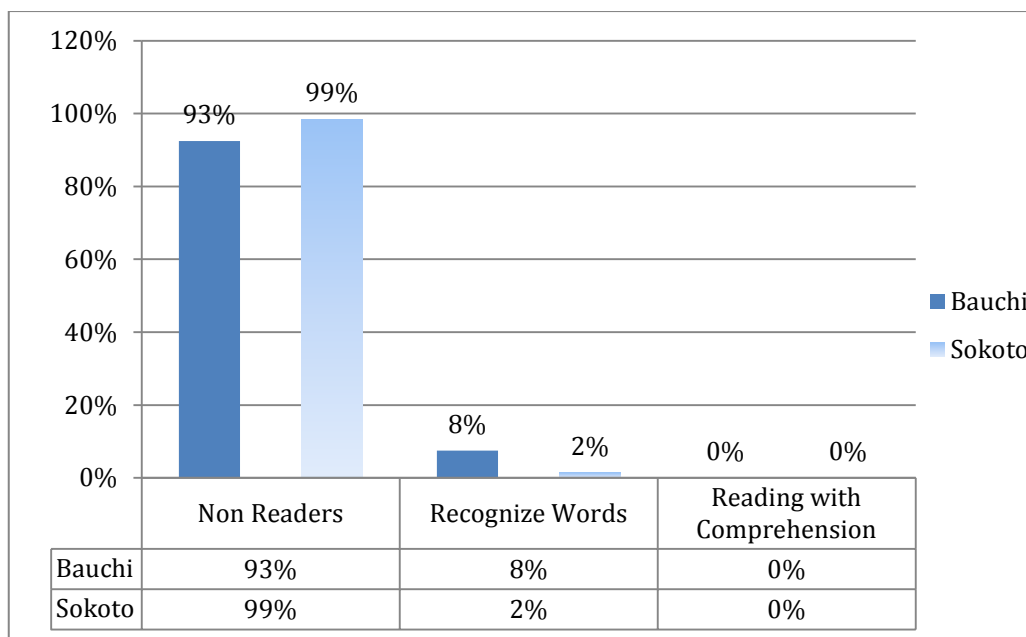
- Describe how songs are used in English and Hausa as energizers and to help teach phonemic awareness and language development. Tell participants that after every morning tea break during the training the trainers will lead them in singing one Hausa and one English song **from the Teacher's Guides**.
- Be prepared to sing one song from *Mu Karanta!* and one song from *Let's Read!* Teacher Guides. Trainers need to know the songs so make sure there is plenty of practice and time for repeating the songs.
- Asks one or more participants to prepare to recap in the morning by leading the participants in the two songs taught today.

### ***Why Reading? (Day Zero PPT 2 Why Reading?)***

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**(25 minutes – 11:20 – 11:45)**

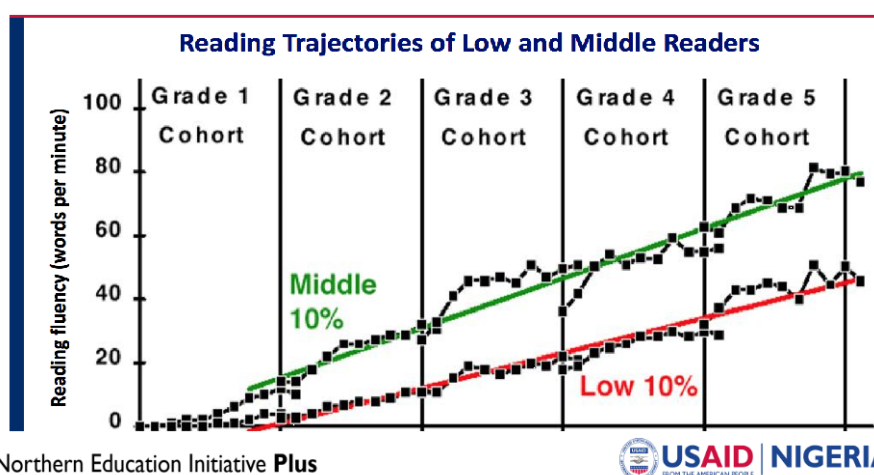
- Ask participants why there is a "Mu Karanta! Let's Read" Program?
- Take a few responses.
- The "Mu Karanta! Let's Read" Program is funded by USAID to support the state in improving reading outcomes in primary 1-3
- In some Western countries, Primary 2 learners are expected to read more than 90 words per minute in order to have good comprehension of what they are reading. How many words per minute do you think Class 2 learners are reading in Nigeria?
- Ask participants to discuss with their neighbors. Invite 2-3 participants to share thoughts.
- Share with participants the results from the EGRA conducted in Bauchi and Sokoto in 2014 (Day Zero PPT 2 Why Reading?). Give participants two minutes to look at the graph and discuss with their neighbors. The data shows that **very few pupils read fluently in primary 2 and primary 3.**



**Note:** Non readers refer to children who read scored zero on ORF subtask. Pupils were labeled as ‘recognized words’ if they score above zero on ORF. To be categorized as reading with comprehension, pupils should score above zero in ORF and obtained at least 80% on one related reading comprehension subtask.

- Explain to participants that these results underscore the critical need to improve reading skills in Hausa in our states.

## Why EARLY grade reading?



- For this slide explain that it is important for children to learn to read in the first three grades otherwise it is hard for children learn to read when they are older. This chart shows how children at the end of grade 5 who did not learn to read are far below those who got better instruction. The gap keeps widening as kids get older and it is difficult to catch up with the others.

- Facilitate a discussion with participants about the EGRA results and the "Mu Karanta!/Let's Read" program to get their feedback. The goal of this discussion is to get participants interested and engaged in the issue of early grade reading, to feel a sense of community and purpose around the effort to improve early grade reading. Use the questions below to guide your discussion.

**Group discussion/reflection questions:**

- What is your reaction to the EGRA results from Bauchi and Sokoto?
- What do you think about the "Mu Karanta!/Let's Read" objectives?
- How might a program like "Mu Karanta!/Let's Read" be helpful to you and your pupils?
- How do you envision being able to contribute to the "Mu Karanta!/Let's Read" goal to improve reading outcomes for children in primary school?

***Global Best Practices in Early Grade Reading? (Day Zero PPT 3 Global Best Practices)***

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**(45 minutes – 11:45 - 12:30)**

- Follow a similar pattern as in the previous session.
- Make sure trainers understand that the global best practices are evidence based. This means that the reading practices used have been shown through research to help children learn to read.
- Go through the PPT discussing the 5 Ts and C (Curriculum).
- Summarize by saying that reading results are likely to be higher when these identified practices are used by trained teachers in classrooms, with the materials that have been developed.
- Make sure to differentiate between learning to read and reading to learn.

***Transition to English (Day Zero PPT 4 Transition to English)***

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**(40 minutes – 12:30 - 1:15)**

- Prepare to show the participants PPT 4 Transition to English
- Ask participants what they think the bridge picture in slide 2 represents. Build on their answers as you go through the presentation.



- Explain to participants that we will talk about how to support pupil transition from speaking and reading in L1 (Hausa) to speaking and reading to L2 (English)
- Tell participants that when pupils are learning to read in English, they use all they know about Hausa as they learn to read in English. Pupils who learn about how Hausa and English are similar and different can use that knowledge to help them transition to reading in English.
- Ask for examples from participants about what transfers from Hausa to English. Note some things on the board or flip chart paper. You may add the following if participants don't mention them.
  - Concepts of Print, if pupils know that we read from left to right and from the top of the page to the bottom of the page in Hausa, that doesn't need reteaching in English.
  - Letter sounds
  - Reading comprehension. If pupils know how to sequence, retell, summarize what they have read in Hausa, they can do this in English.
- Tell the participants that in Let's Read, "the bridge" is an important structure in all lessons. The Let's Read! program tries to help pupils transfer knowledge in Hausa to English (no need to reteach concept). Pupils need to be shown **what is the same** and **what is different** between Hausa and English. As students learn more about speaking and reading in English, they also learn more about reading in Hausa.
- Show the participants how in supporting pupils reading about trees in English, this chart shows parts of the tree and some simple sentences about trees in both Hausa and English. These charts can help pupils learn the parts of the tree in both languages and is a "bridge" to the new vocabulary in English.
- Another example of a chart that supports pupils in completing a short sentence in English. The top of the chart says: *My mother is...* and words that could be used to describe a mother are shown in both Hausa and English.

### ***Fidelity of Implementation (Day Zero PPT 5 Fidelity of Implementation)***

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**(40 minutes – 1:15 - 1:30)**

- Show **PPT5** Fidelity of implementation
- Importance of getting teachers to teach the *Mu Karanta! Let's Read!* as described in each lesson. If teachers do not follow the lessons we may not

reach our goals of improved reading outcomes for children.

- Point out the following features of the program that will help teachers teach according to the teacher's guides.
  - Teacher's guides are structured according to a progression of reading and writing skill development in each lesson. Each lesson follows a similar routine. Follow the lesson and prepare ahead of time by reading through the lesson.
  - Holding a practicum during the 8-day training will help teachers understand the approach and implement it as planned. One outcome of the practicum should be that teachers are committed to the program because they see that it works and children are thinking and learning to read!
  - Treat teachers like professionals and show respect for the work they do so they will also feel and act like professionals and be proud of the work they do.

### ***Lunch Break***

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**(45 minutes – 1:30 - 2:15)**

### ***Handout Mu Karanta! Let's Read! Materials, Homework, Closure***

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**(1 hr. 15 minutes – 2:15 - 3:30)**

- Handout one complete set of materials (P1-3 Hausa *Mu Karanta!* Term 1 Teacher Guides and Pupil Books, and P2-3 English *Let's Read!* Teacher Guides and Pupils books to each Trainer
- Ensure that trainers sign for the sets they have received on the Receipt of Materials Form.
- Instruct trainers to put their name (and phone number if they agree) in each book so that if they are lost or put aside then might be returned to the owner.
- Tell the trainers that they need to track any mistakes in the books so that we can make revisions for next year.
- Tell trainers their homework for tonight is to Read through pages i to vi in the TGs and PBs and from the Introduction to Day Zero in the Training Manual.
- Closure and Prayer.

# Day 1. Introduction to Mu Karanta! Let's Read!

## Teacher Training Daily Agenda

Day	Time	Activity
Day 1	8:30–9:15	Registration and Pre-Training Survey
	9:15–9:45	Opening Prayer, Welcome, Introductions and Official Opening
	9:45 – 10:15	Why Reading?
	10:15-11:00	Introduction to Mu Karanta! Let's Read! materials: Teachers' Guide Walkthrough / Lesson components
	11:00–11:30	Tea Break
	11:30–11:45	Songs from Teacher's Guides (1 Hausa and 1 English)
	11:45–12:30	Introduction to Mu Karanta! Let's Read! materials: Pupil's book Walkthrough
	12:30–1:15	Demonstration Mini Lesson: P1 Hausa
	1:15–1:30	Questions, Homework, and Closure

### *Registration and Pre-training survey*

**(30 minutes – 8:30 - 9:15)**

- Each cluster center will register teachers on day 1. As much as possible the registration should be done using tablets or smartphones provided by the initiative. Trainers will receive training on how to do this prior to round one of the cluster training. Initiative LGEA Reading Coordinators in collaboration with LGEA officials will support this activity.
- In cases where no tablets are available revert to paper registration and attendance forms (See Appendix X). After initial registration all participants should sign in on a daily basis.

- Explain that a pre and post training survey will be given to all teachers. Today all participants will take the pre-training survey. The results of the Pre- and Post-Training Survey will help to determine the success of training.
- Explain the instructions on how to answer each section of the pre-training survey. Tell participants that this is not a test so do their best and do their own work. Ensure that participants are not looking for help from others. This is an individual survey.
- Hand out the Pre-Training Survey to all participants. Give them 15 minutes to complete the survey.
- Collect the surveys and mark them in the evening. Hand to Reading coordinator/ME officer the next morning.

### ***Opening Prayer, Welcome, Introductions, Official Opening***

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**(15 minutes – 9:15 - 9:45)**

- With prior arrangement, invite a participant to do the opening prayer.
- Welcome participants and tell them your name and position. Let participants know that they are here to learn, and to feel free to ask questions.
- Ask participants to quickly introduce themselves telling what school, which classes they have taught and how long they have been teaching. If helpful, take notes on participants' answers to refer to them later. (Repeat this in the ToT to get an idea of participant's teaching experience.)
- Review the agenda for Day 1 so that participants have a general idea of scheduled breaks and the flow of topics. Tell participants that the agenda for the whole training as well as the objectives for the training will be shared later in the morning.

### ***Why "Mu Karanta!/Let's Read!" Program?***

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**(30 minutes – 9:45 – 10:15)**

- See Day Zero Why Reading? Session. It is the same as this session.

## ***Introduction to Mu Karanta! Let's Read! Materials: Teachers' Guide Walkthrough***

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**(60 minutes – 10:15 – 11:00)**

Tell participants that the reading curriculum is based on a specific scope and sequence that is unique to Hausa and English. It was written by individuals from the FMOE, NERDC, NCCE, Universities, Polytechnic, classroom teachers, and the Initiative. The **scope** is the content or what will be taught and the **sequence** is the order the content will be taught in. For this curriculum the scope is the letter/syllable sounds and the skills of reading while the sequence is the order in which they will be taught.

**Activity:** Have participants open their *Hausa Teachers' Guide (P2 or P3)* to the first two weeks of lessons, starting on **page 1**. Tell participants to look through the lessons and notice what letters and words are being taught and in what order. Ask, what do you notice about the letters being taught?

Participants should notice how many letters and the order the letters are being taught in and how each day learners will work with letters and words.

- What letters are taught first? (N is the first consonant and A is the first vowel)
- What letters are taught next?
- Do you see the content builds on what has come previously?
- What do you think we are doing on day 5?

Have participants open their *English Teachers' Guide (P3)*. How is this different from Hausa? How is it similar?

Then have teachers look at the first two weeks of lessons, starting on **page 1**. Have the participants look through the lessons and notice what letters and words are being taught and in what order.

We use this order because we want learners to be able to read words as soon as possible we will teach the letters in an order based on frequency and the ability to form small common words.

Skills will also be taught in order of difficulty, from easy to hard for each component of reading. This will be true for both languages.

Talk briefly about the importance of **oral English in P2**– the idea is to build vocabulary and to practice speaking in English, since this makes it much easier to read English.

The sequence is carefully planned, strategic, and designed before activities and lessons are developed. Lessons build on previously taught information so that teachers must not skip any lessons.

Let the teachers flip through the teachers' guides for 5 minutes to see if they have any questions and answer any questions that they have.

### ***Songs from Teacher's Guide (1 English and 1 Hausa)***

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**(15 minutes – 11:30 – 11:45)**

- Explain to participants that you will be teaching songs from the teacher's guide over the course of training.
- The purpose of the songs is to get pupils' attention and engagement in the lesson through this fun activity. This is also considered a phonemic awareness activity through rhyming and listening to the sounds that words and letters make
- Explain that the songs will be located in the Teacher Guide.
- Model the following gradual release activities.

#### **I Do**

- Say the letter name and sound for N and/or A. Model the song with the proper movements.

**(Hausa song from P1)**

#### **We Do**

- Repeat above and have them practice the song with you.
- Ask different participants to sing the song with proper movements

#### **You Do**

- Have several participants come to the front to demonstrate their ability to do the drill.

### **Introduction to Mu Karanta! Let's Read! Materials: Pupil's Book Walkthrough**

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**(30 minutes -- 11:45–12:30)**

- Now let's look at the lessons in the pupil's book. You will notice that the teachers' guide and pupils' book are matched to each other. Open your books to the following pages. Note the pages in the training manual below for your reference.

**Hausa P1 Teachers' Guide: Page \_\_\_\_\_ Hausa P1 Pupil's book: Page \_\_\_\_\_**

**English P2 Teachers' Guide: Page \_\_\_\_\_ English P2 Pupil's Book: Page \_\_\_\_\_**

- The teacher and the learner both have a document to follow. Look in the Teachers' Guide and find the place in the learners' book that matches with each section of the lesson. Tell me where the pupil will be when you are on the following sections in the Hausa teachers' guide.

*Hint: Not all of the sections will be found in the pupils' book.*

**Fill the chart in: (Draw on chalkboard or flipchart for participants)**

Teachers' Guide	Pupils' book
Read aloud stories	
Letter names	
Syllable sounds	
Vocabulary	
Writing practice	
Independent reading	

Look at the Pupils' Book. What symbols are next to the sections? How do you know what they mean? Discuss your guesses with your partner.

**Turn to your Hausa teachers' guide to find the answers.**

- Each day of the week Hausa lesson is 60 minutes and English is 30 minutes. It is important therefore that you follow the script as it is written and keep a proper pace otherwise the lessons will take more time.
- Tell participants that they need to become comfortable with the manual and the language that it uses. Feel free to ask questions throughout the workshop.
- At this point, stop to answer questions.

Now let's look at the lessons themselves. I will walk you through the first week from the Hausa Teacher's Guide and the English Teacher's Guide. Please have them look at ***Hausa Teachers Guide P1, Week 1, Day 1*** or ***English Teachers Guide P2, Week 1, Day 1***.

**Activity:** Explicitly guide the participants through lesson 1. After walking through lesson 1, answer any questions teachers may have.

- Now look at lesson 2. What do you notice? (They should note repetition of topics from lesson 1 and the introduction of new syllables.
- What do you think of the in class writing exercises? What do you think of the take home exercises?
- Why do think the pupils have homework in P1? (Ans. This is to provide them with more practice and to have parents support them at home.)

- Do you think parents will be engaged? How?

Once participants have discussed with a neighbor call on 2-3 pairs to share what they think.

## Demonstration Mini Lesson: P1 Hausa

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**(30 minutes – 12:30-1:15)**

Tell teachers you will now demonstrate the instructional strategies they will be learning for the rest of our time together. Explain that you will be the teacher and they are to respond as the class using the pupil's book. Demonstrate a full 20-minute mini lesson from week 1, P1, Hausa book. For this initial demonstration, it is suggested that teachers do not follow along in the teacher manuals. This way, they can experience the lesson as pupils.

When finished with the demonstration, ask teachers for their initial reactions and questions. Potential questions you may ask include:

- 1) How was the experience of pretending to be a child learning to read?
- 2) How do you think of this lesson as a pupil?
- 3) What did you notice about the flow of ideas from the start to the finish of the lesson?
- 4) What did you notice about my teaching style?

Once the discussion is concluded, tell teachers that you have used what is called "explicit" and "systematic" instruction. Tomorrow we will start by learning more about these concepts and the instructional model that we will be using all over this training and in the classroom with our pupils.

## Homework and Closure

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**(15 minutes – 1:15-1:30)**

Participants should write down and answer the following question.

**Why is it important to teach students to read early?**

They should also write one question they have about the material covered today.

Participants should also spend time looking through the materials to become more familiar with them. They will need to understand the table of contents, the lesson timings, and then read through all of the lessons in Week 1 for both Hausa and English. They will be asked to share what stood out for them after this teachers' guide review.



# Day 2 Reading Skills Overview and Phonemic Awareness

## Teacher Training Daily Agenda

Day	Time	Activity
Day 2	8:30–9:00	Opening prayer, Attendance, Recap
	9:00–9:30	Introduction to Reading Instruction: Systematic and Explicit Instruction
	9:30–10:00	Demonstrate Mini Lesson following the instruction. Introduce the concept of I Do, We Do, You Do of the lessons
	10:00–11:00	5+2 Key Reading Skills - components of the lessons
	11:00–11:30	Tea Break
	11:30–11:40	Energizer: Hausa song [Tsafta, Tsafta], English song
	11:40–12:15	Phonemic Awareness
	12:15–12:45	Demonstration mini lessons Mu Karanta! and Let's Read!: Phonemic Awareness
	12:45 – 1:15	Letter Sound Practice – Hausa and English "early transition to L2 ideas"
	1:15–1:30	Homework, and Closure

## Opening Prayer, Attendance and Recap

(30 minutes – 8:30 - 9:00)

- With prior arrangement, invite a participant to do the opening prayer.
- Make sure that participants sign the attendance sheet and ensure they have their workshop package.
- Conduct mini recap from yesterday's sessions. Ask them 3 questions:
  - How would you describe primary pupils' performance in reading in Sokoto and Bauchi?

- Why do we have songs in P1-3 Let's Read! and Mu Karanta!?
- Describe on characteristic of the Teacher's Guides.

## **Introduction to Reading Instruction: Systematic and Explicit Instruction**

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**(30 minutes – 9:00 – 9:30)**

- Share with them the global best practices of lessons instruction using 5Ts (Day Zero PPT 3) – 10 minutes
- Ask participants how they organized their lessons in the class
- Tell them lessons are organized from simple to complex
- Ask them to be in pairs and open Week1 lesson 1&2 in the PB and TG of Mu Karanta! and Let's Read!
- Tell them to use PB and identify the component of Mu karanta/Let's read Books
- Ask them to open TG and compare what is in the TG that is not in the PB
- Invite 2-3 participants to share their thoughts.

## **Demonstrating mini lesson: I do, we do, you do (Day 2 PPT 1 Systematic Explicit Instruction)**

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**(14 minutes – 9:30 – 10:00)**

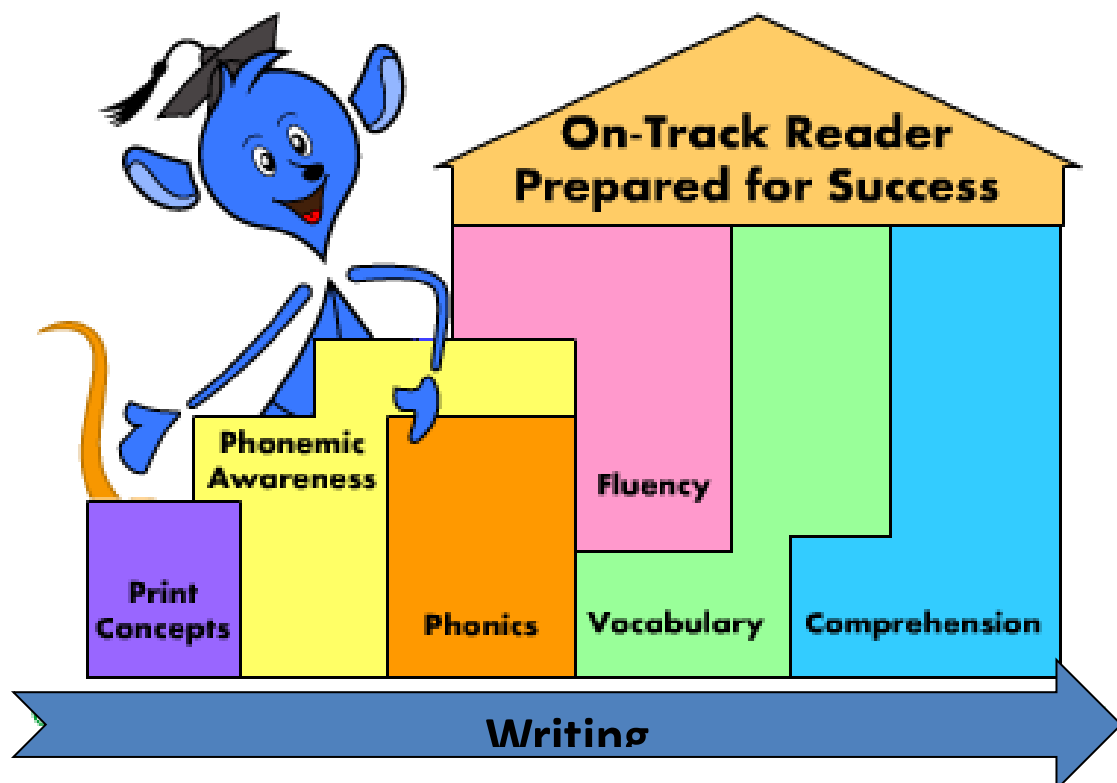
- Open your Week1 lesson 1&2 of "Mu Karanta! and tell participants to close all their books and listen to your lesson simulation.
- Discuss with them on the gradual release or *Scaffolded instruction* method known as "I do, We do and You do" component of the lesson
- Tell the participants that the gradual release or *Scaffolded instruction* method helps learning to be child-centered and support retention
- Tell them what Scaffolded instruction is broadly recognized as a successful approach for moving classroom instruction from teacher-centered whole-group delivery to pupil-centered collaboration and independent practice. Sometimes referred to as "I do it, we do it, you do it," this model proposes a plan for instruction that includes demonstration, prompt, and practice.
- Use (Day 2 PPT 1) to describe the scaffolded instruction diagram with the participants:

- Direct the participants in the their TG and identify in the icon that shows **(M)**, **(MD)** and **(D)** in the instructions of Mu karanta! and **(T)**, **(TP)**, **(P)** in Let's read!.
- Ask them if they have seen the icons in the instruction of the **PA** and **AP** in their TG
- Ask participants to reflect on the systematic and explicit lesson you discussed with them in the beginning of the day.

## 5+2 Key Reading Skills: Components of Lessons (Day 2 PPT 2 5+2 Reading Skills)

(15 minutes – 10:00 – 11:00)

- Discuss with participants that many studies have been carried out on the best practices for teaching reading. Globally it has been found that there are 5 + 2 key reading skills that children need to master in order to be able to read.
- Use **Day 2 PPT 2 5+2 Reading Skills** to help them understand the 5 + 2 reading skills



- Tell them that all the lessons were written based on the global best practices of teaching reading.
- Tell them we are going to know each of these components of reading and demonstrate how it can be taught in the class.

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**Tea Break (30 minutes – 11:00 – 11:30)**

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## **Phonemic Awareness (Day 2 PPT 3 Phonemic Awareness)**

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**(30 minutes 11:30 – 12:00)**

- Use song for Energizer: song [a, b, c, d, e, f, g, h] and Hausa (Tsafta, Tsafta). Note that most of the songs are important phonemic awareness activities.
- Explain phonemic awareness by using **Day 2 PPT 3 Phonemic Awareness**
- Tell them the definition *is the ability to hear, identify, and manipulate individual sounds—phonemes—in spoken words.*
- Explain to them the underlined words in the definition are key and essential on learning to read
- Ask the participants to write the definition in their note pads.
- Ask the participants to identify 2 activities in the TG which teaches phonemic awareness.
- Explain to the participants that learning phonemes is the first thing pupils learn in the lesson.
- Tell the participants that you will demonstrate the first activity in the lesson and they should observe the steps used in the activity lesson delivery.
- Ask participants to record only aspect of phonemic awareness during demonstrations of beat the word and sound discrimination activities.

### **Demonstration mini lessons "Hausa and English": Phonemic Awareness**

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**(40 minutes 12:00 – 12:40)**

- Tell participants that you will demonstrate the phonemic awareness activity and they will act as pupils in the lesson.
- Conduct beat the Word activity. Have all the participants locate the instructions in the TG week 1 lesson 1&2. Read the instructions of beat the word first and aloud step by step and demonstrate each.
- Using the icons of the lesson indicate to the participants the concept of “I do, We do, You do” approach in the lesson with specific examples.
- Ask several participants to come to the front and demonstrate beat the words using “I do, We do, You do”
- Explain to participants that you will now demonstrate the second activity to teach pupils to hear sounds in a given word.

- Repeat the same as you did for beat the word using same lesson from the TG
- Ask several participants to come to the front and demonstrate sound discrimination using “I do, We do, You do” method.
- Debrief with participants that the Beat the Word and Sound discrimination are the activities that helps pupils to focus on hearing the sounds in words.
- Ask participants the importance of phonemic awareness (PA).
- Tell them in addition to their thought that PA helps pupils learn to spell, improves pupils word reading and comprehension etc.

### **Letter Sound Practice – Hausa and English "early transition to L2 ideas"**

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**(35 minutes 12:40 – 1:15)**

- Sing the song: Energizer [ kirge)
- Ask 2 -3 participants to open week 1 lesson 1&2 of their P1 Hausa TG (HTG) and demonstrate the Hausa lesson: N and A, Na and nana.
- Ask 2 -3 participants to open week 1 lesson 1&2 of their P2 English TG (ETG) and demonstrate English Lesson: A and M of the lesson.
- Tell participants that Hausa and English lessons were designed to hasten transition from the first to the second language
- Ask participants what are the English letters that are not used in Hausa? [ e.g x, q, p, v etc]
- Ask participants what are the Hausa letters that are not used in English? [ e.g Diphthongs: d, ɓ, k, etc]
- Ask participants the diagraphs used in hausa that are not found in English? [ e.g: ky, kw, ts, fy, etc]
- Tell the participants that there are English letters that have different sound from the Hausa letters. Ask them to give examples. [ e.g: /c/]
- Ask them their thoughts on learning reading in the 2 subjects at a time.
- Make them understand that English teaches sounds from the graphemes while Hausa teachers sound syllabically.
- Allow participants to ask questions and make comments

### **Homework and Closure.**

**( 15 minutes 1:15 – 1:30)**

- Divide the participants into 4 groups
- Tell them to prepare a 2 minute lesson tomorrow in on phonemic awareness
- Tell them to take different lessons for the simulation

- Explain to them that one person will play the role of the teacher while the others in the group will be the pupils. They are to take turns practicing different ways of teaching Phonemic Awareness.
  - While the group is presenting, others will be observing the lesson and provide feed back
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# Day 3. Phonics, Role of Head Teacher, SSOs and Trainers

## Teacher Training Daily Agenda

Day	Time	Activity
Day 3	8:30–9:15	Opening Prayer, Attendance, Recap
	9:15–10:00	Review: Phonemic Awareness
	10:00–10:20	Letter Sound Practice continues
	10:20–10:45	Phonics – Alphabetic Principle
	10:45–11:00	Demonstration mini lesson: Phonics – Alphabetic Principle
	11:00–11:30	Tea Break
	11:30–11:45	Energizer: songs 1 Hausa, 1 English
	11:45–12:45	Role of the Teacher in the Mu Karanta! Let's Read! program  Role of the Head teacher  Role of the Coach (SSO)
	12:45 – 1:15	Phonics lesson: review and reflection
	1:15–1:30	Homework, and Closure

## Opening Prayer, Attendance, Recap

(30 minutes – 8:30 - 9:15)

- Make sure that participants sign the attendance sheet and ensure they have their workshop package with them.
- Invite a participant to do the opening prayer.
- Conduct mini recap from yesterday's sessions. Ask them 3 questions:
  - What is phonemic awareness?
  - Why is phonemic awareness important in teaching reading?
  - What is your thought on the use of gradual release method in teaching reading?

- Review the agenda for Day 3 so that participants have a general idea of scheduled breaks and the flow of topics. Refresh their minds on the training norms, allow question and clarification before you move on the day.

### ***Review: Phonemic Awareness***

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**(45 minutes – 9:15 - 10:00)**

- Begin the day with the song [Greeting Song]
- Acknowledge the opinion of the participants from the recap on phonemic awareness
- Remind them that phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
- Tell the participants to fall into their groups
- Remind them that they are going to simulate one lesson on phonemic awareness for both Hausa and English lesson (Beat the word and letter sound discrimination)
- Remind them that one person will play the role of the teacher while the others in the group will be the pupils and they are to take turns practicing different ways of teaching.
- Allow one person to demonstrate from the first group while others are observing and taking notes to provide feedback after the group have finished their simulation.
- Continues the same thing with the other groups until they all simulated.
- Debrief and provide feedback after all the groups have completed the simulation.

### ***Letter Sound Practice continues***

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**(20 Minutes 10:00–10:10)**

- Ask participants to review the previous letter sound practices
- Continue the English letter sound practice
- Repeat the Hausa letter sound knowledge
- Ask participants to practice while you are supporting them

### ***Phonics (Day 3 PPT 1 Phonics- Alphabetic Principle)***

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**(25 Minutes 10:10–10:45)**

- Use song for Energizer to begin this session [Wakar gaisuwa]



- Define Phonics (or Alphabetic Principle) using a flip chart (**or Day 3 PPT 1 Phonics – Alphabetic Principle**)
- Tell them the definition of Phonics is the understanding that words are **made up of letters** and **letters represent sounds**.
- Explain to them the underlined words in the definition are key and essential on learning to read
- Explains to the participants that phonics has relation with the previous discussion on Phonemic Awareness which teaches Letter-sound correspondences. Therefore, to understand phonics, pupils need to learn individual letter sounds correspondence and progress to combining letter sounds to form syllables and Word reading.
- Ask the participants to identify 3 activities in the TG which teaches phonics
- Let the participants know that alphabetic principles in Mu karanta! covers the letters identification, syllables decoding and words decoding.
- Ask the participants to write the definition in their note pads.
- Explain to the participants that in the initial phases of teaching the Hausa alphabetic principle in Mu karanta! does not require teaching individual sound but the focus is on syllables, the individual sounds are emphasize in the English let's read!
- Tell them to introduce letter name in Mu karanta!, then the activity moves to decoding syllables, which are combinations of individual consonants and vowels; and finally, using the syllables to form words. While the English let's read requires individual sound decoding of the letters taught in the week.
- Tell the participants that you will demonstrate the first activity in the lesson and they should observe the steps used in the activity lesson delivery.
- Provide them with the observation sheet and record only aspect of Alphabetic Principles while demonstrating the activity.

### ***Demonstration mini lesson: Phonics***

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**(15 Minutes 10:20–11:00)**

- Introduce the Letter Name of Mu karanta! to the participants. Refer participants to the instructions for this activity in their TG (“Sunayen Haruffa - Tsarin Haruffan Harshe”).
- Write the letters both the upper and lower cases on the board
- Separate between the consonant and vowels of the Hausa Lesson
- Introduce the names of the letters in Hausa
- Tell the participants that there are 2 letters (consonant and vowel) taught in the week

- Tell the participants that same lesson 1 is repeated in lesson 2.
- Tell them same letters are taught in lesson 2 and 3 but using different syllables and decodable words
- Use “I do, We do, You do” to demonstrate the activity lesson
- Use the same letters to Teach syllables using the instruction in the TG
- Decode the sounds of the letters while forming the syllables
- Repeat same process using “I do, We do, You do” to demonstrate syllables formation
- Use the same letters to Teach decodable words using instruction in the TG
- Use “I do, We do, You do” to demonstrate the lesson
- Introduce English letter name and sounds to the participants.
- Tell the participants that there are 2 letter sounds of English (consonant and vowels) taught in the week.
- Tell them to use TG and get the examples of the words that begin with the letter of the week
- Using “I do, We do, You do” demonstrate the lesson using letters of the week
- Conclude the mini lesson, ask participants to note their questions or concerns before you go for break.

### ***Refreshment and Health Break 11:00 – 11:30***

#### **Use song for energizer [ 1 Hausa and 1 English] 11:30- 11:45**

- Respond to the questions and concerns of the participants
- Ask the group to identify one persons to demonstrate the lesson in the front of the class. The person will play the role of teacher while his/her group members will be acting as pupils. While other groups will be observing.
- Provide chance to each group to practice rotationally while others are observing.
- Debrief after every team had conducted the mini lesson.

### ***Role of the Teacher, Head Teacher and Coach (Trainers and SSOs) in the "Mu Karanta! Let's Read! program 11:45 -12:45***

#### **Role of the class teachers (CT) in Mu karanta! Let's read!**

Begin by telling the participants that a lot has been done before getting these materials ready. But with all these, it will not be worthy if the contents of the material have not been fully and effectively implemented. Therefore, the success of this exercise relies heavily on the effort and sacrifices made by the teachers in the school. Teachers have a lot of knowledge and experience and therefore, they are the key players to the success of our children in the schools.

- Start with teachers and ask them to reflect on what will be their roles in this literacy development activities?
- Using flip chart, record all their thought, comments and contributions.
- Ensure no one deviate from the main topic of discussion which is the role of the CT.

Make a Chart with the key points below. Tell the participants that in addition to their thoughts, the following are also summary of their roles on this literacy development activities:

- A good teacher is the one whose pupils emulate his attitudes, sometimes dresses, speaks, cleanliness, punctuality etc. children also emulate their teachers if the teachers love reading, if the teachers read to them in the way they like (such as reading with fluency and expression) and engaging them to read with maximum support and coaching.
- Concentrate to Implement the weekly lesson plans according to the directives in his/her Teacher's Guide.
- Teach his/her lessons of Hausa and English reading 5 times in a week.
- Improvise a conducive classroom environment without waiting for government to do everything. (orderly seating arrangement, print rich classes through displays on the walls, pupil work displayed, pupils' classwork on time etc.).
- Ensure that his/her lessons are implemented according to time for tasks allocated in teacher's guide.
- Ensure that all the teaching materials are ready in advance of the lesson.
- Ensure that the lessons have been read and understood in advance of the lesson.
- Ensure that records are kept on pupil performance during various aspects of the lesson

### **Role of the Head Teacher (HT) in Mu karanta!/Let's read! Materials.**

- Ask them to share their thought on what will be their roles on these literacy development activities
- Using flip chart, record all their thought, comments and contributions
- Ensure that they did not deviate from the main topic of discussion which is the role of the HT
- Explain to the participants that head teachers are an integral part of the

success to the whole literacy development activities in his/her school. Head teachers are the key to facilitating teacher growth and improvement. The HT is the initial coach to the teacher and the success of his/her school count a lot in his/her professional carrier.

- Use charts to share with them additional roles of the HT to their thoughts

Divide the participants into 4 groups. Provide each group with three descriptions (rows of the chart below) of the role of a HT from the table below. (Prepare papers in advance for each group.) Ask each group to discuss the statement in the right column. Ask them put the number or numbers that categorizes the HT's role. In the table below the categories have numbers in them for the trainer. But leave the left column blank when handing out the assignments to groups. Give groups 10 minutes and then ask a representative to share their results and discussions.

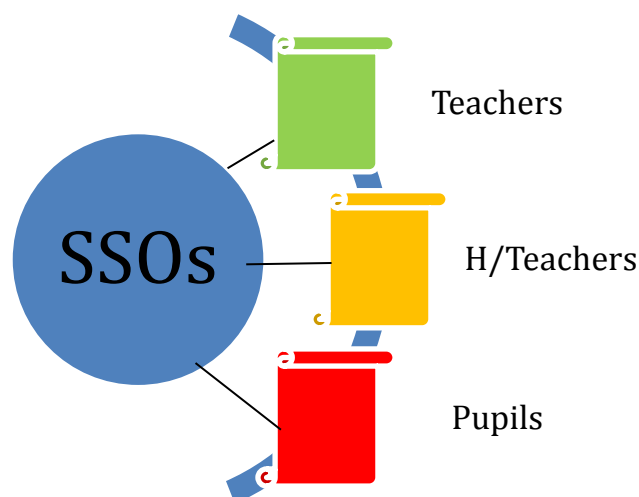
1. engagement of the teachers 2. accountability of teaching 3. supporting teacher's capacity to deliver	
Category	Statement About the Head Teacher's Role
#: 2	<ul style="list-style-type: none"> <li>• Help the Teacher to be good and be the one whose pupils emulate his attitudes, sometimes dresses, speaks, cleanliness, punctuality etc. make the teacher understand that children emulate their teachers if the teachers love reading, if the teachers read to them in the way they like (such as reading with fluency and expression) and engaging them to read with maximum support and coaching.</li> </ul>
#: 3	<ul style="list-style-type: none"> <li>• Help the teacher to concentrate to Implement the weekly lesson plans according to the directives in his/her Teacher's Guide</li> </ul>
#: 1, 2,3	<ul style="list-style-type: none"> <li>• Support the teacher to teach his/her lessons of Hausa and English reading 5 times in a week</li> </ul>
#: 3	<ul style="list-style-type: none"> <li>• Help the teachers to Improvise a conducive classroom environment without waiting for government to do everything. (orderly sitting arrangement, print reach classes through displays on the walls, pupil work displayed, pupils' classwork on time etc.).</li> </ul>
#: 1 & 3	<ul style="list-style-type: none"> <li>• Ensure that his/her lessons are implemented time on task</li> </ul>
#: 3	<ul style="list-style-type: none"> <li>• Ensure that all the teaching materials are ready in advance of the lesson</li> </ul>

#: 2	<ul style="list-style-type: none"> <li>• Ensure that the lessons have been read and understood in advance of the lesson by the teachers.</li> </ul>
#:2	<ul style="list-style-type: none"> <li>• Ensure that records are kept on pupil performance during various aspects of the lesson</li> </ul>
#:2&3	<ul style="list-style-type: none"> <li>• Support teacher's effort on transition to learning from mother tongue to the second language</li> </ul>
#:2	<ul style="list-style-type: none"> <li>• Ensure teachers are not missing out their classes</li> </ul>
#:2	<ul style="list-style-type: none"> <li>• Ensure lessons are not missed by the kids even if teachers are not in school for valid reasons</li> </ul>
#:2	<ul style="list-style-type: none"> <li>• Support SSOs observation and monitor coaching recommendation for teachers' improvement</li> </ul>

### **Role of the School Support Officer (SSO) in Mu karanta! Let's read! Materials.**

- Ask them to share their thought on what will be their roles on these literacy development activities
- Using flip chart, record all their thought, comments and contributions
- Ensure that they did not deviate from the main topic of discussion which is the role of the SSO
- Discuss with the participants that the school support officers are equally part of the school system. Their roles are to provide all the required coaching activities that "ensure their team won the match".
- Ask the participants what the match is?
- Ask the participants the current practice of school support/supervisory activities:
  - What are the school supervisors currently supervising on teachers?
  - What specific skills are they supervising in the school?
  - What tools are they using to supervise?
  - How are they tracking improvement on the teachers from their supervisory roles?
  - How could their efforts to help teachers and monitor school quality be improved?
  - What is their professional relationship with the teachers, the schools and the parents?
  - Do you think teachers and HT are happy with your visits in their schools?
  - What are the challenges facing supervision?

- Is there difference between supporting and supervising?
- Tell the participants that the paradigm shifts on role of SSOs changes from supervising to coaching
- Describe to them that the role of SSO is to support the teachers, HT and Pupils (sometimes parents) themselves. But teachers are the prime.



- Roles of the SSOs in addition to what they provided include but not limited to the following:
  - Provide effective coaching to the teachers and make sure they are on track
  - Support the teacher improvement and appreciate their effort
  - Monitor improvement of the pupils learning outcome
  - Ensure the teachers are on task both for the lesson and review and catchup
  - Check teacher record book for evidence of lesson implementation.
  - Conduct classroom observation to monitor quality of teaching and learning material in the classes.
  - Provide feedback on classroom observations to teachers and head teachers.
  - Facilitate cluster meetings and keep records of topic focus
  - Keep detailed records of the types of challenges encountered and successes teacher achieve while implementing the program.
  - Monitor teachers' adherence to lesson format and activities.
  - Ensure that teachers are maintaining an up-to-date reflection on their lesson implementation.
  - Demonstrate pedagogical techniques and how to teach lesson activities when necessary
  - Work with SBMC in the development of reading messages for communities and getting slates for their kids

- Provide update of his activities to the LGEA monthly and provide recommendation on the good performing teachers as well as areas of improvement
- Participate in the ToT and provide training to teachers at the cluster level.
- Ask participants their thought on these coaching activities and if they found any variation from their normal supervisory activities in the school.
- Ask them if these will strengthen their working relationship with their assigned schools.

### ***Phonics Lesson: Review and Reflection 12:45-1:15***

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- Ask volunteer from the participants to come to the front and practice the phonics part of Mu Karanta! or Let's Read!
- Observe and Identify the non-participatory participants and encourage them to practice the letter sound in the front of the class.
- Wrap up the day and prepare for home work.

### ***Homework and Closure. 1:15 – 1:30***

**( 15 minutes )**

- Tell the participants to maintain their groups and be ready for simulate the lesson tomorrow.
- Tell them to prepare and simulate in the morning the lesson on Phonics.
- Explain to them that one person will play the role of the teacher while the others in the group will be the pupils. They are to take turns practicing different ways of teaching Phonics – Alphabetic Principle
- While the group is presenting, others will be observing the lesson and provide feed back
- Tell person that presented for the group today will not be the same person for tomorrow.
- Closing prayers.

# Day 4 Fluency, Comprehension, Vocabulary

## Teacher Training Daily Agenda

Day	Time	Activity
Day 4	8:30–9:00	Opening Prayer, Attendance, Recap
	9:00–9:30	Review: Alphabetic Principle - Phonics
	9:30–9:45	Letter Sound Practice continues (English)
	9:45 -10:15	Fluency
	10:15-11:00	Demonstration mini lesson: Fluency
	11:00–11:30	Tea Break
	11:30–11:45	Energizer: songs 1 Hausa, 1 English
	11:45–12:30	Vocabulary: Mu Karanta!
	12:30–1:00	Vocabulary: Let's Read!
	1:00 – 1:15	Introduction to Practicum
	1:15–1:30	Homework, and Closure

### *Opening Prayer and Recap*

**(30 minutes – 8:30 - 9:00)**

- Make sure that participants sign the attendance sheet and ensure they have their workshop package with them.
- Invite a participant to do the opening prayer.
- Conduct mini recap from yesterday's sessions. Ask them 3 questions:
  - What is Alphabetic Principles?
  - Why is the role of a teacher in teaching reading?
  - What the role of a supervisor in teaching reading?
- Review the agenda for the Day 4 so that participants have a general idea of scheduled breaks and the flow of topics. Refresh their minds on the training norms, allow question and clarification before you move on the day.



## ***Review: Alphabetic Principle - Phonics***

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**(30 minutes – 9:00- 9:30)**

- Begin the day with the song [**kakata-kakata**]
- Acknowledge the opinion of the participants from the recap on Alphabetic Principle - Phonics
- Ask the participants you will review the Alphabetic Principle - Phonics before you begin the day on fluency

## ***Letter Sound Practice continues (English)***

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**(15 Minutes 9:30–9:45)**

- Ask participants to review the previous letter sound practices
- Continue the English letter sound practice
- Repeat the Hausa letter sound knowledge
- Ask participants to practice while you are supporting them

## ***Fluency***

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**(30 minutes – 9:45- 10:15)**

- Tell the participants that fluency is the key to getting pupils to comprehend what they read from text.
- Explain to participants that fluency provides a bridge between word recognition and comprehension
- Fluency is the ability to read text quickly, accurately and with comprehension

### **Fluency Terms**

**Accuracy** – is the ability to read the words in text

**Rate** - is the speed at which a person reads (e.g. 60 words per minute)

**Expression** – is reading with feelings (intonation, gestures, pausing etc.)

- Therefore the ability to read accurately with speed and is expression is fluency.
- Becoming fluent in reading requires a person to know the sounds of the letters and connect them with speed and expression to build automaticity.
- Ask participant to write the definition of fluency in their notebooks.

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### ***Demonstration Mini Lesson: Fluency***

**(45 minutes – 10:15- 11:00)**

- Ask the participants to refer to the TG Hausa and locate activities that teaches fluency
- Ask them also to refer to the TG English and ask them on the activities that promote fluency
- Get their feedback and thought on locating the fluency activities in the TG
- Tell them that fluency activities are in sentence, passage and listening comprehension (Read aloud) reading activities of the TG
- Direct them to open a story in the TG and read the story to them using the tips mentioned above.
- Ask the groups to form a reading theater, provide them with story to read from their TG using choral reading while other groups are observing
- Give a different story to the next group and ask them to practice reading using choral reading

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### ***Refreshment and Health Break ( 11:00 -11:30)***

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### ***Energizer Song, Review Demonstration Mini lesson***

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**(15 Minutes 11:30 – 11:45)**

- Energizer Song 1 English, 1 Hausa
- Practice more reading with the remaining group using the choral reading approach
- Ask for a volunteer to read in the front of the class observing the tips mentioned above
- Ask the participants to pair and read story to each other observing the tips mentioned above
- Debrief after every pair have attempted the practice.

## ***Vocabulary in Mu Karanta!***

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**(45 minutes – 11:45 - 12:30)**

- Begin the session with the song [Nana ‘yar makaranta]
- Write Vocabulary on the board
- Ask the participants their understanding of vocabulary
- Record their thought on the flip chart
- Use chart a chart to show the definition of vocabulary
- Define **vocabulary as the body of words pupils must know to make sense of the words they see in print or hear in stories**. Vocabulary practice includes **making meaning** out of the words and stories.
- Tell the participants that vocabulary are the key ingredients that make a story, ideas or contents together and sweet.
- Ask the participants to check in their TG and come up with 3 activities that help build vocabulary
- Ask them to provide examples in the activity that has vocabulary words.
- Tell them that pupils needed to know the meaning of these words in order to comprehend what is in the story.
- The pupils should be provided with the meaning of the vocabulary words indicated in the stories.
- Tell the participants that in the listening comprehension of Mu karanta! when pupils heard these vocabulary words mentioned in the story read, they should thump up.
- Identify a lesson and demonstrate teaching aspect of vocabulary in the lesson
- Ask volunteer to practice in with his/her group and get response from the other groups

## ***Vocabulary in Let’s Read!***

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**(30 minutes – 12:30 – 1: 00)**

- Tell the participants that vocabulary in Let’s Read is built using pictures in flash cards. Demonstrate the flash cards and how they are used
- Tell them that it is the responsibility of the teachers and HT to ensure flash cards are made available in the school.
- Explain to them that they don’t need expensive flash cards to use in the class, they can locally draw or improvise.

- Tell the participants that since the focus in English is oral real reading, children learn through pictographic representation of the names they already knew in their mother tongue.
- Ask the participants to open let's read book and locate the activity on vocabulary
- Tell them that their homework is to draw pictures of the vocabularies used in the story of the **Red hen** and **the new king**.
- Debrief and respond to questions and concern

### ***Introduction to Practicum***

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**(15 minutes – 1:00 – 1: 15)**

- Tell the participants that on Day 7 and 8 of the training they will have a practicum.
- The practicum will be held in their own classrooms or if their own school is too far away it will be held close to the cluster center school.
- Each day each trainee will teach one Mu Karanta! Lesson and two Let's Read! lessons with children, in schools.
- Head teachers, Trainers, SSOs and master trainers will observe the lessons and provide constructive feedback. The purpose of the practicum is to ensure that trainees understand how **TO DO** Mu Karnata! And Let's Read!
- You will be given opportunities to prepare with support from Trainers.
- Following the practicum there will be a group discuss on lessons learned from the practicum.

**(For Trainers in the TOT) refer to Afternoon Sessions on preparations for Practicum. As a TOT you will have to organize the practicum sites well in advance.)**

***Homework and Closure***

**(15 minutes – 1:00-1:30)**

- Tell the participants that their homework this evening is to make flash cards and other materials for an English lesson.
- Use the Let's Read! Teacher's Guide to determine the materials you will make.

# Day 5. Comprehension, Components of Reading

## Teacher Training Daily Agenda

Day	Time	Activity
Day 5	8:30–9:00	Opening Prayer, Attendance and Recap
	9:00–9:30	Review: Fluency and vocabulary and presentation of homework
	9:30-10:00	Comprehension
	10:00-11:00	Demonstration mini lesson: comprehension
	11:00–11:30	Tea Break
	11:30–11:45	Energizer: 2 songs
	11:45–1:15	Components of Reading- a progression. Whole lesson practice in groups
	1:15–1:30	Homework, and Closure

### *Opening Prayer Attendance, and Recap*

(30 minutes – 8:30 - 9:00)

- Make sure that participants sign the attendance sheet and ensure they have their workshop package with them.
- Invite a participant to do the opening prayer.
- Conduct mini recap from yesterday's sessions. Ask them 3 questions:
  - What is fluency?
  - Why is fluency important in teaching reading?
  - What is vocabulary?

### *Review: Fluency and Vocabulary and Presentation of Homework*

(30 minutes – 9:00 - 9:30)

- Begin the day with the song
- Acknowledge the thoughts of the participants from the recap on Fluency and Vocabulary

- Ask the participants you will review the letter sounds before you begin the day on comprehension
- Ask the participants to present their home work
- Make comment and debrief on the home work

## ***Comprehension***

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**(30 minutes – 9:30 - 10:00)**

- Begin the session with the song [**Wakar motsa Jiki**]
- Write comprehension on the board
- Ask the participants their understanding of comprehension
- Record their thought on the flip chart
- Make a chart with the definition of comprehension
- Define **comprehension as is the ability to understand or get meaning from text.**
- Tell the participants that comprehension is the ultimate goal of reading. The key concern in comprehension is understanding and getting meaning from print.
- Tell the participants that in order to get meaning from the print, pupils needs to know sounds in the corresponding letter name, decode the sounds to make syllables, blend the syllables to form words (vocabulary) and decode the words with fluency, accuracy and expression to form sentence and drive meaning from it.
- Ask the participants to write in their notepad.
- Ask the participants to check in their TG in Mu karanta! and come up with 3 activities that teaches comprehension.
- Listen to their thoughts and record the correct responses on the board/flip chart paper.
- Ask them to also check in the let's read! TG and come up with activities that teaches comprehension.
- Listen to their thought and record on the flip chart.
- Explain to participants that reading comprehension activities comes from the activities on sentence reading, passage reading, and listening comprehension (story read alouds).
- Tell the participants that the comprehension questions in the passage and listening comprehension are in different forms. The explicit questions, inferential and logical questions are asked.
- Explain to the participants that teachers use various phases of reading to ask

questions or motivate interest of pupils. Teacher can ask pupils an explicit question otherwise called factual or literal questions which are in the text to assess their understanding. However, inferential or critical thinking types of questions were also to test comprehension of the pupils. Therefore, describe to them the 3 different types of questions in Mu karanta! as follows:-

- **Factual questions: answers are found directly in the text, or “*in the lines*”**
- **Inferential questions: answers not found in the text, but “*between the lines*”**
- **Critical thinking questions: answers not found in the text, but “*beyond the lines*”**
- Explain to the participants that before in listening comprehension, before the story read from Mu karanta! ask the pupils to predict what the story will be about. Based on the title of the story, it can help to motivate them to read and provides information as to their level of knowledge about a subject or topic of the story.
- Tell the pupils when they listen to a vocabulary words in the listening comprehension activity, they should thumb up, otherwise, remain silence and enjoy their stories.
- After reading the story, go back to their initial prediction and ask the pupils if they predicted correctly.
- Ask the pupils comprehension questions. The difficulty in the questions varies from grade to grade and from first lesson to the second lesson.
- Guide pupils to identify the characters, setting, and actions shown on the pictures. Ask them about their expectations based on the picture.

### ***Demonstration of mini Lesson: Comprehension***

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**(60 minutes – 10:00 - 11:00)**

- Tell the participants that you are going to demonstrate the mini lesson on comprehension
- Start with passage reading in Mu karanta!
- Write the story on the chalkboard.
- Read it while running your finger under the words.
- Teach the vocabulary words in the context of the story using actions, pictures or any other method appropriate for pupils.
- Use gradual release method in reading of the story.
- Ask the participants comprehension questions
- Share your thought on the different nature of questions comprehension asked.
- Share another example from the listening comprehension and do the same thing as above except writing of stories on the board.



- Ask the participants to open their TG in Let's read!
- Introduce the story to the class. Explain to the participant what the story is about
- Read the story to the participants:
- Ask for comprehension questions.
- Check for understanding of the learners. Tell the participants that checking understanding of learners are done through:
  - Holding up the flashcards of the sounds taught (upper and lower cases) and ask the pupils to identify the letter name.
  - Asking the pupils what sound the letters make
  - Asking the pupils to point to things in the classroom that start with the letter sound.

11:00 – 11:30

Refreshment and Health Break

### ***Energizer and Song***

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**(15 minutes – 11:30 - 11:45)**

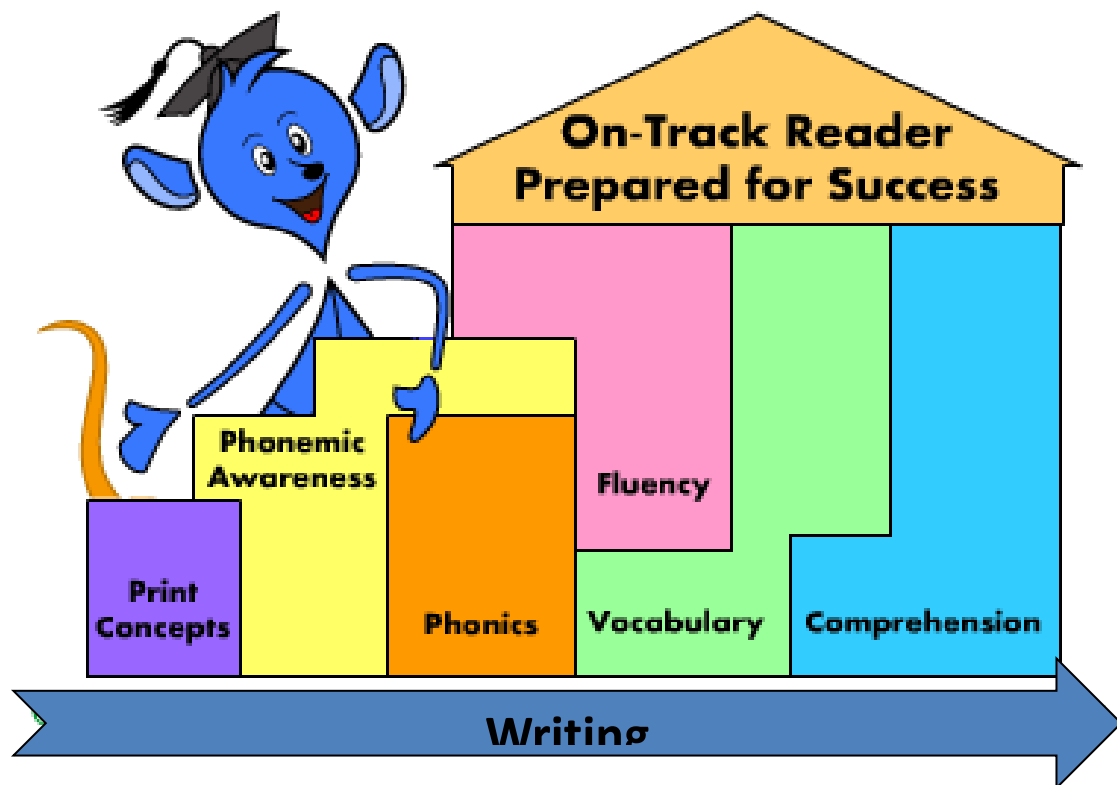
- Energizer: use the song [**Wakar motsa Jiki**] and 1 English song
- Remind participants that they have to know the songs because they have to be able to sing them in the lessons. The songs are part of phonemic awareness practice. The songs in the Teacher Guides are chosen to help student practice listening to and saying specific sounds.

### ***Components of reading leading to comprehension and whole lesson practice in groups***

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**(90 minutes – 11:45 - 1:15)**

- Tell the participants we are going to practice comprehension activities.
- Use a the chart below (make it on a flip chart if you do not have a projector) to share with the participants that reading has component and is happening in progression.



- Tell the participants that teaching reading in this program began from phonemic awareness then to phonics (alphabetic principle), then fluency, then vocabulary which lead to comprehension as designed in the Teachers' Guide.
- In English Let's Read!, attention is given to saying each individual sound while in Hausa the individual sounds are decoded syllabically.
- Ask the participants to practice in their groups the whole lessons following the progression trends.
- Time each section in the progression trends to ensure the group presenter is time on task
- Begin each practice with a song of the lesson.
- Practice letters sounds for few minutes and wrap up

### ***Homework and Closure.***

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**(15 minutes – 1:15 - 1:30)**

- Ask the participants to prepare for the lesson demonstrations for tomorrow
- Explain how the peer demonstration and coaching will take place tomorrow.
- Remind them to include the teaching aids that will be needed for the lesson.

- Remind them that tomorrow's peer lesson demonstrations are practice to the practicum days (Day 7 and 8) with children in classrooms.
- Closing prayers

# Day 6 Demonstration Lessons, Assessment and Writing

## Teacher Training Daily Agenda

Day	Time	Activity
Day 6	8:30–9:00	Opening Prayer, Attendance and Recap
	9:00–10:00	Review Comprehension and Homework
	10:00–11:00	Peer Demonstration lessons followed by coaching
	11:00–11:30	Tea Break
	11:30–11:45	Energizer: 2 Songs
	11:45 – 12:00	Peer Demonstration lessons followed by coaching
	12:00–12:45	Practice Review and Catch up day 5
	12:45–1:15	Writing Skills
	1:15–1:30	Homework: Preparations for Practicum, and Closure

## *Registration, Attendance and Opening Prayer*

**(30 minutes – 8:30 - 9:00)**

- Make sure that participants sign the attendance sheet and ensure they have their workshop package with them.
- Invite a participant to do the opening prayer.
- Conduct mini recap from yesterday's sessions. Ask them 3 questions:
  - What is comprehension?
  - Why is progression important in teaching reading?
  - What are the nature of comprehension questions?

- Review the agenda for the Day 6 so that participants have a general idea of scheduled breaks and the flow of topics. Refresh their minds on the training norms, allow question and clarification before you move on the day.

### ***Review: Comprehension and Peer Demonstrations***

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**(120 minutes – 9:00 - 11:00)**

- Begin the day with the song/Rhyme [**Wakar: R**]
- Acknowledge the thoughts of the participants from the recap on comprehension
- Ask the participants to prepare for their simulation in the group
- Tell the participants they are going to simulate Mu karanta! after they will simulate Let's read!
- Ensure that everybody is given the chance to simulate
- Encourage less participatory participants to simulate more.
- Continuing simulation up to break time
- Move around to provide feedback and support

11:00 – 11:30

Refreshment and Health Break

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### ***Energizer and Song***

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**(15 minutes – 11:30 - 11:45)**

- Energizer: 1 Hausa and 1 English song
- Remind participants that they have to know the songs because they have to be able to sing them in the lessons. The songs are part of phonemic awareness practice. The songs in the Teacher Guides are chosen to help student practice listening to and saying specific sounds.

### ***Writing***

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**(30 minutes – 11:45 - 12:15)**

- Write Handwriting on the board
- Explain to the participants that you are going to demonstrate handwriting today
- Tell the participants that this program takes writing to be another key activity which enable pupils' mastery and retention on graphemes.

- Explain to them for children to become good writers, they must know the proper pencil grip, posture and paper position for writing.
- Explain to participants that handwriting has a guidelines and it is important for teachers to know the standard for letter formation.
- Tell the participants that Proper handwriting is important because it reinforces letter shapes and spelling, which is essential to developing automatic letter and word recognition.
- Explain to the participants that letters are formed from Top to Bottom, and from Left to Right using continuous movements as much as possible. The direction of writing any letters is included in each lesson.
- Ask the participants to go the PB and share with you their thought on the letter writing section.
- Take their comments on flip chart
- Tell the participants that letters were written to represent both upper and lower cases.
- Draw 4 lines to demonstrate the positioning of both upper and lower cases of the letters
- Tell the participants that writing are done both as part of the class and homework. Also the difficulty levels vary from grade to grade and from lesson 1 to lesson 2.
- Use pupils' books to show the difference on the writing skills according to the different grade and lessons.

### ***Formative Assessment: Review and Catch up Day 5***

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**(60 minutes – 12:15 - 1:15)**

- Tell the participants that assessments are part of learning to read and are key to success in this literacy program
- Tell participants that there are 2 different forms of assessment in this program
- Tell them there are formative assessment and Summative assessment
- Tell them the focus of this training is going to be on formative assessment but it is important to know the two types

- Tell the participants that all the assessments are important and they can serve to inform the effectiveness of this program.
- Explain to the participants that the summative type of assessments are the EGRAs which were designed to be conducted in the baseline, in-line and Endline of the Initiative. The state may decide to continue using EGRA or terminal or transitional examinations as summative evaluation of the pupils in the school.
- Tell the participants to remember the 5Ts of the reading approach.
- One of it is the test and these materials were written in such a way that formative assessment is embedded throughout the lessons to ensure pupils are really learning in the school.

Simulate day 5 review and catch up with the participants including the sampling process

- Tell the participants that review and catch up day 5 is on mini assessment of the selected sample of pupils to read all the key skills taught in the week
- Tell the participants that not all the pupils are selected for day 5 review and catch up
- Share with them that the sampling of the pupils are alternated from different rows of the sitting arrangement in the class to provide equal opportunity for pupils to be tested for understanding.
- Explain to the participants that there are review and catch up in both Mu karanta! And Let's Read! Books.
- Ask them to open lesson 5 of the pupils book they will see aspect of the review and catch up activity
- Tell the participants that day 5 review and catch up are done through the following instruction by the teacher:
  1. Write [letters] on the board.
  2. Choose at least 5 pupils, boys and girls, to read the letters written on the board.
  3. Write [syllables] on the board.
  4. Choose at least 5 pupils, boys and girls, to read the syllables written on the board.
  5. Write [words] on the board.
  6. Choose at least 5 pupils, boys and girls, to read the words written on the board.
  7. Write [passage] on the board.
  8. Choose at least 5 pupils, boys and girls, to read the passage written on the board.

9. Ask each of the selected pupils the reading comprehension passage questions before asking the next pupil to read the passage.
10. Choose at least 5 pupils, boys and girls, to write the letters to be dictated to them.
11. Letters to be dictated are to identified from the lesson conducted within the week
12. Determine the area of weakness of the pupils from the assessment.
13. If the teacher observed that many pupils have weaknesses or were absent during the previous lessons: -
  - Re-teach the lesson.
  - “Do more” activities if there is no weaknesses or absenteeism.
14. If the teacher observed that many pupils have weaknesses or were absent during the previous lessons:
  - Re-teach the whole lessons of the weak.
  - “Do more” activities if the weaknesses were not much.
  - 
  - "Do More" activities that are from the Teacher's Guide

Emphasis the following with teachers:

*The lessons in the Teacher Guides have been carefully designed. Teachers should make every effort to complete the lesson each day. Using a timer may help teachers avoid getting bogged down in one activity. However, if despite their best efforts, a lesson is not finished, then the activities should not be skipped but completed at the start of the next day.*

### **Homework and Closure.**

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**(15 minutes – 1:15 - 1:30)**

- Ask the participants to prepare for simulation of review and catch up
- Tell the participants that tomorrow you will be going for practicum with the kids
- Remind them to ensure all their lesson materials are with them for the practicum
- Ask them to write individual song on the flip chart to be used for the practicum tomorrow



- Inform them of their groups, classes and lesson to deliver during practicum
- Remind them of the time you are leaving for the practicum
- Ensure everybody has his/her tea break ready before for the practical
- Closing prayers.

# Day 7 Practicum

## Teacher Training Daily Agenda

Day	Time	Activity
Day 7	7:00–8:00	Depart and Prepare for Practicum
	8:00–9:00	Conduct Practicum – Full lesson
	9:00–10:00	Conduct Practicum – Full lesson
	10:00–11:00	Conduct Practicum – Full lesson
	11:00–12:00	Conduct Practicum – Full lesson
	12:00–1:00	Debrief on the practicum
	1:00 – 1:15	Review previous day on Assessments
	1:15–1:30	Homework, and Closure

### ***Registration and Opening Prayer***

**(60 minutes – 7:00 – 8:00)**

- Make sure that participants sign the attendance sheet and ensure they have their materials for teaching
- Ensure that participants know to which school/class they are going
- Ensure that observation checklist is made available to observe the lesson.

### ***Conduct Practicum – Full lesson***

**(4hrs: 8:00 – 12:00)**

- Conduct practicum on Mu Karanta! Hausa P1
- Conduct practicum on Mu Karanta! Hausa P2
- Conduct practicum on Mu Karanta! Hausa P3
- Conduct practicum on Let's Read! English P2
- Conduct practicum on Let's Read! English P3

## ***Debriefing from the Practicum***

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**(60 minutes: 12:00 – 1:00)**

- Ask participants what went well?
- Ask participants what needed to be improved?
- Share with the participants that you will concentrate more on those areas of weakness during practices

## ***Review previous day on Assessments***

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**(15 minutes: 1:00 – 1:15)**

- Ask participants the following questions on assessment:
  - What do they understand by assessment?
  - What are the different types of assessments in this program?
  - What is the most frequently used assessment in the program?
- Practice more on those areas of weaknesses.

## ***Homework and Closure.***

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**(15 minutes: 1:15 – 1:30)**

- Tell the participants that tomorrow you will be having another practicum with the kids
- Remind them to ensure all their lesson materials are with them for the practicum
- Ask them to write individual song on the flip chart to be used for the practicum tomorrow
- Inform them of their groups, classes and lesson to deliver during practicum
- Remind them of the time you are going for the practicum
- Ensure everybody has his/her tea break ready before for the practical
- Closing prayers.

# Day 8 Practicum, Parent and Community Engagement

## Teacher Training Daily Agenda

Day	Time	Activity
Day 8	7:00–8:00	Depart and Prepare for Practicum
	8:00–9:00	Conduct Practicum – Full lesson
	9:00–10:00	Conduct Practicum – Full lesson
	10:00–11:00	Conduct Practicum – Full lesson
	11:00–12:00	Conduct Practicum – Full lesson
	12:00–12:15	Debrief on the practicum
	12:15–12:30	Parents and Community Engagement
	12:30 – 1:15	Review and Catch up Week 5
	1:15–1:45	Post-Training Survey, Next step and Closure

### *Opening Prayer, Prep for Practicum*

(60 minutes – 7:00 - 8:00)

- Make sure that participants sign the attendance sheet and ensure they have their workshop package with them.
- Share with the participants their groups for the practicum
- Ensure that observation checklist is made available to observe the lesson.
- Ask everyone to get their song ready for the practicum
- Ensure every participants knows the class and lesson to be delivered

### *Conduct Practicum – Full lesson*

(4hrs: 8:00 – 12:00)

- Conduct practicum on Mu Karanta! Hausa P1
- Conduct practicum on Mu Karanta! Hausa P2
- Conduct practicum on Mu Karanta! Hausa P3

- Conduct practicum on Let's Read! English P2
- Conduct practicum on Let's Read! English P3

### ***Debriefing from the Practicum***

---

**(15 minutes: 12:00 – 12:15)**

- Ask participants what went well?
- Ask participants what needed to be improved?
- Share with the participants that you will concentrate more on those areas of weakness during practices

### ***Parents and community engagement***

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**(15 minutes: 12:15 – 12:30)**

- Part of the accountability for learning is the parent and community engagement
- Parents have key role to play in this initiative and therefore, their role to supporting learning of their children is of paramount importance.
- Ask the participants to go the end page of their books and locate aspect of parents and community engagement.
- Ask for a volunteer to read the instruction and share the thoughts with all the participants in relation to community engagement.
- Inform the participants that the essence of the community engagement is to ensure parents support the learning activities of their children.

### ***Formative Assessment: Review and Catch up Week 5***

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**(45 minutes: 12:30 – 1:15)**

- Tell the participants that the review and catch up of week 5 is similar to that of day 5.
- Tell them the difference is the day 5 is on sample of pupils but the week five is for the whole pupils in the class.
- Tell the participants that week 5 review and catch up are done through the following instruction by the teacher:
  1. Assess all pupils of the class.

2. You will sit with the pupils, one after the other, to perform the assessment.
  3. Begin by giving a pupil the "Student Stimuli Sheet".
  4. Ask the pupil to start reading from the "Student Stimuli Sheet" while to mark his/her reading using the "Teacher Stimuli Sheet" (Sample copy on page XX of this Teacher's Guide).
    - Tick (✓) if the pupil reads a letter/syllable/word correctly.
    - Slash (—) the letter/syllable/word did not read correctly.
    - Circle the letter/syllable/word that you have slashed if the pupil self corrects.
  5. Ask the pupil to read the next item on "Student Stimuli Sheet" if he/she could not read an item after 3 seconds.
  6. Give the pupil the back of the "Teacher Stimuli Sheet" to write the dictated letters.
  7. Repeat steps two to four (2-4) with the other pupils.
  8. Check the "Teacher Stimuli Sheet" to determine the area of weakness of the pupils from this assessment.
  9. If you observed that the many pupils have weaknesses or were absent during the previous lessons:
    - Re-teach the whole lessons of the weak.
    - “Do more” activities if the weaknesses were not much.
- Simulate day 5 review and catch up with the participants

### ***Post-Training Survey, Next step and Closure.***

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**(45 minutes: 1:15 – 1:45)**

- Discuss key take away messages from the workshop
- Conduct Post-training survey
- Thank all participants, and wish them well with the Mu Karanta! and Let's Read! program. Closing prayers.

## End Day. Logistics and Administration

### Trainers' Agenda

Day	Time	Activity
Day 1	8:30–9:00	Opening Prayer and Recap
	9:00–9:45	Role of the Initiative Reading Coordinators
	9:45–10:30	Preparations for Training
	9:30-10:00	Organizing the venue
	10:00-11:00	Forms, Stationary Supplies
	11:00–11:15	Tea Break
	11:15–11:20	Energizer
	11:20–11:45	Pupil Books, Teacher Guides Training manuals
	11:45–12:30	Preparing for the Practicum
	12:30 – 1:15	Training Reports
	1:15–1:30	Closure
	1:30–2:15	Lunch

# Appendices

## Appendix A. Guidelines for Stationary for Training Activities

### 1. ToTs – Bauchi - 8 groups/280 participants

Item	Quantity
Flip Charts	4 per group
Markers (box of 8)	1 per group
Notebooks	1/participant
Masking tape (roll)	1 per group
Pens	1/participant
A4 Paper (Ream)	1 per group

### 2. ToTs – Sokoto - 6 groups/220 Participants

Item	Quantity
Flip Charts	4 per group
Markers (box of 8)	1 per group
Notebooks	1/participant
Masking tape (roll)	1 per group
Pens	1/participant
A4 Paper (Ream)	1 per group

### 3. Teacher Training Round 1 Bauchi (106 groups ) 3700 participants

Item	Quantity
Flip Charts	1 per group
Markers (box of 8)	1 per group
Notebooks	1/participant
Masking tape (roll)	1 per group
Pens	1/participant
A4 Paper (Ream)	1 per group



#### 5. Teacher Training Round 2 Bauchi (106 groups ) 3700 participants

Item	Quantity
Flip Charts	1 per group
Markers (box of 8)	1 per group
Notebooks	1/participant
Masking tape (roll)	1 per group
Pens	1/participant
A4 Paper (Ream)	1 per group

#### 6. Teacher Training Round 1 Sokoto (90 groups ) 2800 participants

Item	Quantity
Flip Charts	1 per group
Markers (box of 8)	1 per group
Notebooks	1/participant
Masking tape (roll)	1 per group
Pens	1/participant
A4 Paper (Ream)	1 per group

#### 7. Teacher Training Round 2 Sokoto (90 groups ) 2800 participants

Item	Quantity
Flip Charts	1 per group
Markers (box of 8)	1 per group
Notebooks	1/participant
Masking tape (roll)	1 per group
Pens	1/participant
A4 Paper (Ream)	1 per group

## Appendix B. Classroom Observation Forms Hausa and English

### LET'S READ! CLASSROOM OBSERVATION INSTRUMENT ENGLISH LESSON, P1-3

**CLASSROOM OBSERVATION. Instructions for Assessors (Dos and Don'ts).** Arrive to the **English** classroom at least 5 minutes before the lesson begins. Sit in the back or to the side of the classroom. Do not block any pupil's view; do not take a seat that is reserved for a pupil; and do not occupy any pupil's desk or work space. Turn off your mobile phone completely, as even on vibrate it will cause disturbance. While observing the teacher, do not interrupt the teacher or the lesson for any reason. Do not show any emotion that would distract the teacher or the pupils. Stay silent for the entirety of the lesson. Make sure to review the Teacher Guide and Pupil Book that is associated with the teacher's plan for the day.

Each item describes a teacher behavior or classroom activity related to specific content. Check YES if the behavior or activity is observed *at least once*. If the lesson in the Teacher Guide or Pupil's Book does not call for that teacher behavior then you would not expect to see it in the classroom. In this case, check (NIP- Not in Plan).

LGEA \_\_\_\_\_ SCHOOL \_\_\_\_\_ Class/Section \_\_\_\_\_ Section \_\_\_\_\_  
Name \_\_\_\_\_ of \_\_\_\_\_ Lesson Start Time: \_\_\_\_:\_\_\_\_ (HH:MM)  
Observer \_\_\_\_\_

Section A. Lesson content (What is the teacher teaching? )		
Teacher Preparedness	1. Does the teacher have the required materials necessary to teach today's lesson? a) a lesson plan is prepared and uses the Let's Read TG and PB b) Teacher has prepared flashcards	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2. Has the teacher prepared flashcards and pictures to use in the lesson?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	3. Does the teacher provide an introduction to the lesson?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Phonemic Awareness	4. Does the teacher provide opportunity for pupils to play with the sounds of the language? This could include: • Songs, poems, rhymes, listening for the initial sound of a word	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
Alphabetic Principle	5. Does the teacher present letter names?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
	6. Does the teacher present letter sounds?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
	• Do the pupils <b>practice</b> letter names or letter sounds? This could include one of the following teacher actions: • Using song, actions, flashcards or alphabet charts • Having pupils read the letters from their pupil book • Identifying and drawing objects beginning with a specific sound	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP

<b>Word identification: Decoding and Sight Words</b>	<b>7. Does the teacher show pupils how to sound out or identify sight words?</b> This include one of the following: <ul style="list-style-type: none"> <li>• Provide explicit instruction in how to decode or read high frequency</li> <li>• Having pupils identify words from their pupil book, blackboard, flashcards</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
<b>Sentence Reading</b>	<b>8. Does the teacher provide sentences for pupils to read ? This could include:</b> <ul style="list-style-type: none"> <li>• Modeling the reading for pupils</li> <li>• Having pupils reading from their pupil book aloud independently or in groups/pairs</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
<b>Passage Reading</b>	<b>9. Does the teacher provide short passages for pupils to read.</b> <ul style="list-style-type: none"> <li>• Having pupils reading from their pupil book independently or in groups?</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
<b>Story Read Aloud</b>	<b>10. Does the teacher read a story from a book to the pupils?</b> <ul style="list-style-type: none"> <li>• Reading the stories from the Teacher Guide</li> <li>• Reading with expression, clarity, and accuracy</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
<b>Comprehension</b>	<b>11. Does the teacher ask comprehension questions about the story to the pupils?</b> This could include: <ul style="list-style-type: none"> <li>• Asking them to look at the picture and make predictions</li> <li>• Asking a question where the answer can be found in the text</li> <li>• Asking an inferential question or “in the mind” question</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
<b>Vocabulary</b>	<b>12. Does the teacher increase pupils’ understanding of new word meanings? This could include:</b> <ul style="list-style-type: none"> <li>• Providing definitions of new words using flashcards, photos, gestures to help students learn the meanings of new words?</li> <li>• Providing pupils the opportunity to use the new words in writing, oral language, and reading</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
<b>Language Structures</b>	<b>13. Does the teacher provide instruction and practice in oral English?</b> <ul style="list-style-type: none"> <li>• Modeling English sentences and oral exchanges</li> <li>• Providing pupils with the language to use English in exchanges</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
<b>Integrated Writing</b>	<b>14. Does the teacher task the pupils to write letters or words?</b> This could include: <ul style="list-style-type: none"> <li>• Asking pupils to copy, trace, and write letters or words in their books or on the blackboard</li> <li>• Asking students to write dictated or other simple sentences</li> <li>• Asking students to write a simple sentence based on a story starter</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP
<b>Bridging Practices</b>	<b>15. Does the teacher help pupils transition from Hausa to English? This could include:</b> <ul style="list-style-type: none"> <li>• Link background knowledge in the Hausa language (L1) to English (L2)</li> <li>• Compare and contrast Hausa and English</li> <li>• Using charts, gestures, objects to link English to concepts in Hausa</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NIP

Lesson Closure and practice	16. Does the teacher summarise the lesson of the day?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	17. Does the teacher ask pupils to read their books at home or outside class?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Section B. Pupil engagement, feedback and support</b>		
18.	Does the teacher balance opportunities given to boys and girls to speak?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
19.	Does the teacher engage pupils from all parts of the classroom?	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.	Does the teacher nominate pupils to speak or only call on pupils who raise their hands?	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.	Are the majority of pupils' eyes on text as they read individually or in a group (exposure and access to print)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.	Does the teacher make efforts to accommodate individual pupils' different learning needs by doing at least one of the following: <ul style="list-style-type: none"> <li>• varying teaching methods or seating pupils in optimal spots (e.g., front of class)</li> <li>• providing individual assistance or assigning other pupils to help</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
23.	Overall, was the class on task (pupils doing what the teacher asked them to do)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
24.	<p>If pupil responded incorrectly, did the teacher: (Do not tick if the action was not observed)</p> <p>22.1 Supply the correct answer? <input type="checkbox"/>Yes</p> <p>Scold, belittle, or punish the pupil? <input type="checkbox"/>Yes</p> <p>22.2</p> <p>22.3 Ask another pupil? <input type="checkbox"/>Yes</p> <p>22.4 Ask the pupil to try again/repeat the question? <input type="checkbox"/>Yes</p> <p>22.5 Ask a clarifying question, cue the pupil, or break down the task as appropriate? <input type="checkbox"/>Yes</p> <p>22.6 Other? <input type="checkbox"/>Yes</p>	
25.	<p>Teaching Methods: Over the course of the lesson, did the teacher: [Tick if the action was observed]</p> <p>23.1 Ask pupils questions about the lesson? <input type="checkbox"/>Yes</p> <p>23.2 Provide explanation if the pupils didn't understand or make errors? <input type="checkbox"/>Yes</p> <p>23.3 Give classwork for pupils to practice? <input type="checkbox"/>Yes</p> <p>23.4 Check pupils' progress during individual and group activities? <input type="checkbox"/>Yes</p> <p>23.5 Praise or compliment pupils? <input type="checkbox"/>Yes</p>	

Lesson End Time: \_\_\_\_: \_\_\_\_ (HH:MM)

**CLASSROOM OBSERVATION. Instructions for Assessors.** Arrive to the Hausa lesson at least 5 minutes before the lesson begins. Sit in the back or to the side of the classroom. Do not block any pupil's view; do not take a seat that is reserved for a pupil; and do not occupy any pupil's desk or work space. Turn off your mobile phone completely, as even on vibrate it will cause disturbance.

While observing the teacher, do not interrupt the teacher or the lesson for any reason. Do not show any emotion that would distract the teacher or the pupils. Stay silent for the entirety of the lesson.

School \_\_\_\_\_ Class/Section \_\_\_\_\_ LGEA \_\_\_\_\_  
Section \_\_\_\_\_

Lesson Start Time: \_\_\_\_: \_\_\_\_ (HH:MM) Name of  
Observer/Coach \_\_\_\_\_ Date \_\_\_\_\_

Section A. Lesson content (What is the teacher teaching? Place a check in the box if observed/not observed)		
	Before the lesson, ...	
Teacher Preparedness	5. Does the teacher have the required materials necessary to teach today's lesson? (at least a lesson plan is prepared; may also have the following: a teacher's guide, Hausa pupil readers, pupil exercise books, and/or supplementary books)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	6. Does the teacher provide an introduction to the lesson?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	During the lesson, ...	
Phonemic Awareness Alphabetic Principle	7. Does the teacher present letter names?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	8. Does the teacher present syllable sounds?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	9. Do the pupils <u>practice</u> letter names or syllable sounds? This could include one of the following teacher actions: <ul style="list-style-type: none"> <li>Using songs or actions to practice or explain</li> <li>Having pupils repeat the names and sounds</li> <li>Having pupils practice sound discrimination activities</li> <li>Having pupils practice as a class</li> <li>Having pupils read the letters from their pupil book</li> <li>Varying the activity by using alternative letter names, syllable sounds, or action.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Decoding	10. Does the teacher introduce syllables (word parts) to form or break apart whole words, or blend letters together to make sounds? The teacher could do at least one of the following during this activity: <ul style="list-style-type: none"> <li>Having pupils read from their pupil book the syllables/word sounds</li> <li>Writing the syllables on the chalkboard; pointing to each letter and slowly saying each sound in the syllables</li> <li>Introducing syllables with new letters, in lower and capital case on the board</li> <li>Running the finger under the syllable from left to right and reading the syllable faster</li> <li>Blending consonants and vowels</li> <li>Forming words from syllable sounds</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>Sentence Reading</b>	<b>11. Does the teacher provide sentences for pupils to read (are pupils eyes on the text)? This could include:</b> <ul style="list-style-type: none"> <li>• Writing the decodable sentence on the chalkboard (sentences that contain the decodable words from decoding above)</li> <li>• Pointing to and reading the sight words</li> <li>• Pupils reading from their pupil book aloud or independently or in groups/pairs</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Passage Reading (short-paragraph, simple sentences)</b>	<b>12. Does the teacher read a passage out loud to all the pupils?</b> This could involve: <ul style="list-style-type: none"> <li>• Writing the passage on the chalkboard, reading it by running the finger under each word</li> <li>• Selecting a passage from the pupil book to read aloud</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<b>13. Does the teacher allow the pupils to read the passage aloud or independently?</b> This could include echo reading, independent reading, paired reading, etc. <ul style="list-style-type: none"> <li>• Pupils reading from the board</li> <li>• Pupils reading from their pupil books or textbooks</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<b>14. Does the teacher ask the pupils comprehension questions about the passage?</b> This could include: <ul style="list-style-type: none"> <li>• Teaching vocabulary words: saying the word and teaching the action or picture</li> <li>• Asking them to look at the picture and guess what the story will be about</li> <li>• Asking a question where the answer can be found in the text</li> <li>• Asking an inferential question where the answer is in the text and "in the mind"</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Story Read Aloud</b>	<b>15. Does the teacher read aloud a story from a book to the pupils?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<b>16. Does the teacher ask comprehension questions about the story to the pupils?</b> This could include: <ul style="list-style-type: none"> <li>• Teaching vocabulary words: saying the word and teaching the action or picture</li> <li>• Asking them to look at the picture and guess what the story will be about</li> <li>• Asking a question where the answer can be found in the text</li> <li>• Asking an inferential question where the answer is in the text and "in the mind"</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Handwriting</b>	<b>17. Does the teacher task the pupils to write letters or words?</b> This could include: <ul style="list-style-type: none"> <li>• Asking pupils to use their finger to trace the letter and write the letter</li> <li>• Assessing pupils' posture, grip, starting point of formation, etc.</li> <li>• Asking pupils to copy letters or words from their books or from the blackboard</li> <li>• Asking pupils to draw or trace with their pencil or in the air</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>At the end of the lesson, ...</b>		
<b>Lesson Closure and practice</b>	<b>18. Does the teacher summarise the lesson of the day?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<b>19. Does the teacher task the pupils to write the letters/syllables/words and read their books at home?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No



**Comments:** \_\_\_\_\_  
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